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ABSTRACT

The Fairfax County Family Literacy Curriculum is designed to be used in a multi-level adult English for Speakers of Other Languages (ESOL) family literacy class. There are four modules to choose from: Introductory (self, family, and community); Government (schools and community); Health (medicine and stress); and Consumerism (shopping and making a budget). Each module provides easy to follow lesson plans and activities for adult English language learners at the literacy through intermediate levels and includes parent-child activities, computer/Internet activities, and reproducible worksheets. A list of recommended texts and Web sites is included in the appendix. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (Contains 11 references.) (SM)

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The Fairfax County Family Literacy CURRICULUM

Introduction

The Fairfax County Family Literacy Curriculum is designed to be used in a multi-level adult ESOL family literacy class. There are four modules to choose from: Introductory (Self, Family and Community), Government (Schools and Community), Health (Medicine and Stress), and Consumerism (Shopping and Making a Budget). Each module provides easy to follow lesson plans and activities for adult English language learners at the literacy through intermediate levels and includes parent/child activities, computer/ internet activities, and reproducible worksheets. A list of recommended texts and websites is included in the appendix. The curriculum was written by Betsy Lindeman Wong, an experienced ESOL and family literacy teacher and was piloted at over twelve sites in Fairfax County.

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Family Literacy Curriculum
Introductory Module
Self, Family, and Community

Purpose:
Learners will survey classmates and explore the diversity in their classroom and community. Using peer interviews, they will compile a class set of biographical stories. They will also compare raising children in their country and in the U.S.

Lesson 1: Learning About Each Other

Lesson 2: Creating a Class Profile

💻 Lesson 3: Telling Our Stories

Lesson 4: Raising Children in the U.S.

💻 Stand-Alone Internet Activity: Using the Mouse

Lesson 1: Learning About Each Other

Note

Because this lesson involves basic personal ID concepts, it serves as an introductory lesson for use at the start of the class cycle. Please note that learners will use the survey results from this lesson to complete Lesson 2.

Life Skills:
Learners will . . .
- Become comfortable with spelling names as a means of clarification.
- Ask for clarification in different ways.

Language Skills:
Learners will . . .
- Comprehend and transcribe spoken information.
- Practice asking questions to obtain information and clarification.

Literacy Skills:
Literacy learners will . . .
- Say the alphabet.
- Recognize upper-case letters by sight.
- Write upper-case letters.

EFF Skills:
Learners will . . .
- Speak so others can understand.
- Listen actively.
- Learn through research.

Word Bank:
First name, last name, survey

Materials Needed:
Flip chart or board and markers
A small, soft ball (e.g., a Nerf ball)
Handout 1: Class Survey
Handout 2: The Alphabet, Upper Case (a few copies for literacy students)
Optional: Alphabet flashcards

Presenting the Concepts

1. Welcome students to the class. Tell students your name and that of your teaching aide.

2. Explain to students that they will practice speaking tonight and they will learn about each other. They will also practice asking questions when they don't understand something.

3. Ask students, What are some questions you can ask when you don't understand something? Elicit clarification questions and note them on the board.

Examples:
Excuse me?
Could you repeat that, please?
I'm sorry, but I don't understand.
Could you say it another way?

Activity 1: Ball Toss

1. Explain that students will play a game to introduce themselves and practice asking for clarification.

2. Have everyone stand.

3. Model the ball toss by throwing the ball to an aide or a student volunteer and saying, "My name is ___________."

4. The person who catches the ball has to ask for clarification (e.g., "Could you repeat that, please?")

5. Clarify the name and sit down.

6. The person who caught the ball now throws it and says his name.

7. Repeat the exercise until all of the students have said their name.

Note: After each student has clarified her name, ask all of the students, "What's her name?" and have everyone say the name. This keeps all of the learners engaged during the activity.

Activity 2: Class Survey

1. Explain that another way to clarify a name is by asking, "Can you spell that, please?" Mention that it's important to know how to spell your last name quickly or to understand someone else's spelling, especially when you're on the phone and it's difficult to understand the information you hear.

2. Tell students that they will now practice saying all of the letters. Ask for a volunteer to write the alphabet on the board, and then say it together aloud -- first in choral fashion and then as a round-robin, with each student saying a letter.

Extra practice for beginners

With a set of homemade alphabet flashcards (e.g., index cards with one large-print letter per card), you can drill students for extra practice, making sure that the cards are out of sequence so that the task is more challenging. Then split students into small groups and have a volunteer in each group drill the others in round-robin fashion by showing a flashcard and eliciting the name of the letter.

Literacy students

Students who don't seem to know the alphabet can benefit from the small-group flashcard work described above. If you skip that, you or the aide can use flashcards with one literacy student or with a small pull-out group as the other students begin the survey. Give students a copy of ***Handout 2: The Alphabet, Upper Case*** *and show them how they can practice copying letters at home.*

3. Distribute **Handout 1: Class Survey**. Explain that students will ask each other questions to find out more about each other.

4. Read through the handout questions and have students repeat them. Make sure that students understand the difference between "first name" and "last name" (you can make a column on the board for each, and illustrate by writing a few of the students' names in the proper columns).

5. Model the exercise by asking the questions to an aide or student volunteer. When you ask the questions about names, ask the other person to spell them; show students as you write the names on the handout, letter by letter.

6. Have students stand up, walk around, and complete the survey.

Literacy students

You or an aide can "shadow" literacy students as they complete the survey: Walk with them and have others ask them the survey questions; literacy students can repeat after you the spelling of their first and last name. Then have the literacy students practice asking the questions (repeating them after you if necessary). They can watch as you write the names, letter by letter.

Activity 3: Tally of Results

1. Debrief the exercise by going around the room, having each student read aloud one student's name, native country, and languages. List the countries and languages on the board.

Extra practice for beginners

Using information from the survey, write model sentences on the board (e.g., "Ahmed is from Morocco. He speaks Arabic and French." "Nestor, José, and Floridalma are from El Salvador. They speak Spanish.") Have students write similar sentences based on their surveys, whether in class or for homework.

2. Tally the number of students from each country (ask students, "How many people are from _________?"), and write the number on the board.

Example:
Morocco - 1
El Salvador - 3

3. Do the same for the number of speakers of each language cited.

Example:
Arabic - 6
French - 1
Spanish - 8

4. Copy the tally of results; students will use this information in Lesson 2.

Parent-Child Activity: The Name Game

To reinforce class practice with the alphabet, have parents and children play a game that is similar to "hangman":

1. Think of the name of one of the students, and write on the board blank spaces corresponding to each letter of the name.

2. Have everyone take turns guessing the letters until someone guesses the name.

3. The person who guesses should think of the next name and write the blank spaces on the board, having the others repeat the activity.

4. Emphasize to parents that this is a game they can play at home, in any language, to practice with their children saying and writing the letters of the alphabet and spelling words.

HANDOUT 1: Class Survey ✍

What's your first name?	What's your last name?	What country are you from?	What languages do you speak?

HANDOUT 2: The Alphabet, Upper Case

A A___ ______ ______ ______ ______

B ______ ______ ______ ______ ______

C ______ ______ ______ ______ ______

D ______ ______ ______ ______ ______

E ______ ______ ______ ______ ______

F ______ ______ ______ ______ ______

G ______ ______ ______ ______ ______

H ______ ______ ______ ______ ______

I ______ ______ ______ ______ ______

J ______ ______ ______ ______ ______

K ______ ______ ______ ______ ______

L ______ ______ ______ ______ ______

M ______ ______ ______ ______ ______

N _____ _____ _____ _____ _____

O _____ _____ _____ _____ _____

P _____ _____ _____ _____ _____

Q _____ _____ _____ _____ _____

R _____ _____ _____ _____ _____

S _____ _____ _____ _____ _____

T _____ _____ _____ _____ _____

U _____ _____ _____ _____ _____

V _____ _____ _____ _____ _____

W _____ _____ _____ _____ _____

X _____ _____ _____ _____ _____

Y _____ _____ _____ _____ _____

Z _____ _____ _____ _____ _____

Lesson 2: Creating a Class Profile

Note

This lesson builds on the class survey students completed in Lesson 1. Be sure to bring the tally of results, as students will graph this information in class.

Life Skills:

Learners will . . .

- Explore the diversity in the classroom and in Fairfax County schools.
- Negotiate tasks within a group.

Technology Skills:

Learners will . . .

- Learn different ways of displaying information and create a graph or chart.

Language Skills:

Learners will . . .

- Write sentences using "there is" and "there are."
- Use English to interact with peers in completing a group project.
- Practice asking questions to obtain information and clarification.
- Listen for keywords and write them.

Literacy Skills:

Literacy learners will . . .

- Write lower-case letters.
- Match upper- and lower-case letters.

EFF Skills:

Learners will . . .

- Speak so others can understand.
- Work together and guide others.
- Listen actively.

Word Bank:

People chart, pie chart, bar graph, dictation

Materials Needed:

Flip chart or board and markers
A copy of the tally of results from the Lesson 1 class survey
A set of upper-case and a set of lower-case flashcards (for literacy students)
Handout 3: The Alphabet, Upper and Lower Cases (for literacy students)
Handout 4: Fairfax County Schools Dictation (you need to cut these copies in half)
Two sheets of flip chart paper or posterboard
Two rulers
Two sets of crayons and thick-tip markers
A copy of the children's book *Margaret and Margarita /Margarita y Margaret* (Reiser, 1993)

Presenting the Concepts

1. Welcome students to the class and review names.

2. Tell students that you are going to use the information you got in the last class about what languages people speak and what countries they are from.

3. Write the tally results from the last class on the board, noting the names of countries and languages and how many students fit into each group.

4. Ask students a few questions about the results.

Examples:
How many people are from Morocco?
How many people speak Spanish?

Activity 1: Writing Sentences

1. To model writing patterns for students, write a few sentences on the board about the survey results.

Examples:
There is one person from Morocco in the class.
There are three people from El Salvador in the class.
One person speaks French.
Eight people speak Spanish.

2. Point out the difference between "there is" and "there are," as well as the difference between third person singular and plural (e.g., "one person speaks" and "six people speak").

3. Tell students that they will now practice writing. Write the following prompts on the board, and have students write sentences with them; students with more proficiency can write as many sentences as they can, while students with less proficiency can focus on just completing the prompts.

There is ______ person from _________ in the class.
There are ________ people from __________ in the class.

_______ *person* ________ __________.
_______ *people* ________ ___________.

4. Ask for a few student volunteers to share sentences aloud.

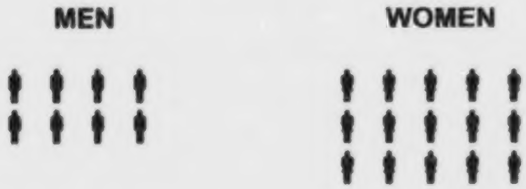
Activity 2: Class Profile Graphs

1. Explain that students are going to work in groups to make posters with the information from the survey that they did in the last class. For extra practice, students will first make three different kinds of graphs together to show how many women are in the class and how many men.

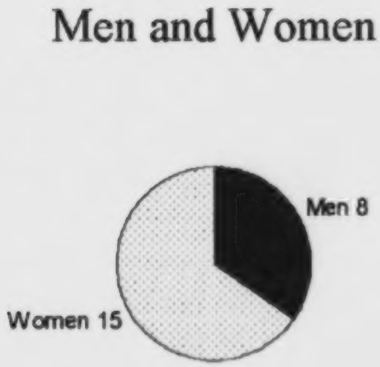
2. Together, tally the number of men and women in the class. Then draw three sample graphs on the board: a "people chart," a pie chart, and a bar graph.

Examples:

PEOPLE CHART

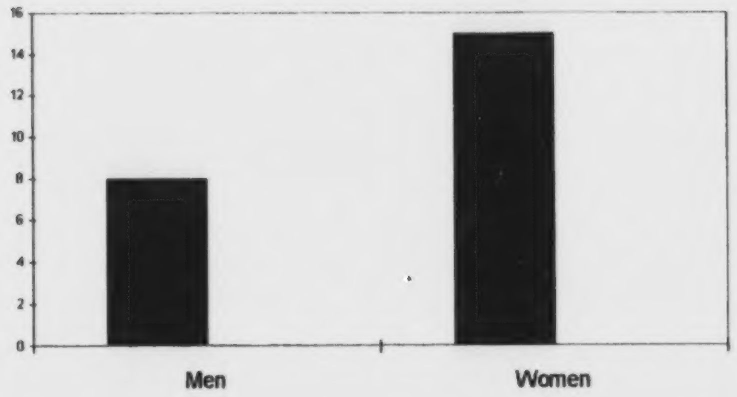


PIE CHART



BAR GRAPH

Men and Women



5. Divide students into two groups.
    - Group 1 will make a graph -- any kind -- to show the countries and how many people in the class are from each country.
    - Group 2 will make a graph -- any kind -- to show the languages and how many people in the class speak each language.

Note

If the majority of students in the group speak the same language, omit the graph displaying the different languages spoken; instead, have two or three groups make different graphs of the countries represented (e.g., Group 1 makes a pie chart; Group 2 makes a people chart; Group 3 makes a bar graph).

6. Give each group a sheet of flip chart paper or posterboard, a ruler, and some markers and crayons. Write the following tasks on the board:

Write the title
Read the words
Read the numbers
Draw the graph
Color in the graph (2 or 3 people)
Present the graph to the class

7. Go through the tasks, modeling each one, and explain that people in each group will decide what task they want to do. Then have students make the graphs.

Literacy students

Encourage literacy students to take part in the project by drawing or coloring the graphs. Although they may not understand everything that is occurring, they can feel the satisfaction of contributing to the group effort. If possible, you or an aide can sit with the literacy students and illustrate the task they are to complete.

8. After students have completed the graphs, have each group present its graph to the class, reading aloud the different categories on the graph.

9. Ask students what they learned from making the graphs. To help students make a connection with the community at large, mention that Fairfax County is just like this classroom: There are people from many different places who speak many different languages.

10. Discuss any of the following questions with students:

- Do you hear many languages in your neighborhood?
- Does your child have friends at school who speak different languages?
- Are your neighbors from different places? Do you talk to them? What do you say?

Activity 3: Multilevel Dictation

1. Explain that in Fairfax County, the children in school come from many different places in the world. For fun, have students guess answers to the following questions, writing their estimates on the board:

- How many children go to school in Fairfax County?
- How many elementary schools are there in Fairfax County?
- How many people work in Fairfax County schools?

2. Tell students that they will do a dictation to get the answers to these questions. Explain that a dictation is when somebody reads the words and you write them.

3. Have students form small groups. Ask for a volunteer in each group who wants extra pronunciation practice. This student will read the top half of **Handout 4: Fairfax County Schools Dictation**. Be sure to emphasize that the student read each word **slowly**.

4. Give the reader in each group the top half of **Handout 4**, along with some extra copies so that the other group members can check their papers with it.

5. Tell the other students that they will write the words that the group member reads. Ask them, "Do you want to write all of the words, or do you want to use the handout and just write some of the words?"

6. Give the students who want to just write some of the words the bottom half of **Handout 4**. Ask other students to take out a sheet of paper for writing.

7. As one student in each group reads, have the other students in the group write the missing words on the bottom half of **Handout 4** -- or all of the words on

another sheet of paper. Encourage students to use the clarification questions they practiced earlier in the lesson for words or phrases they need repeated.

☐ **Literacy students**
As the other students work in small groups, you or an aide can review the alphabet with literacy students. Then use ***Handout 3: The Alphabet, Upper and Lower Cases*** *to introduce the lower case. After students have practiced copying, drill them with lower-case flashcards. Next, have them match a set of upper-case and a set of lower-case flashcards. Give students another copy of The Alphabet, Upper and Lower Cases handout to practice writing both cases at home.*

8. When they finish, readers can give other group members the top half of **Handout 4** so students can check their paper.

9. To debrief the activity, go through the answers to the three questions you discussed at the beginning. See which estimates on the board are the closest; if possible, award "prizes" (e.g., pens, stickers) to those with the winning guesses.

Parent-Child Activity: Story Reading, *Margaret and Margarita /Margarita y Margaret*

Do a story reading with the bilingual children's book *Margaret and Margarita /Margarita y Margaret* (Reiser, 1993).

Book description (from Amazon.com):

"Margaret speaks English and not Spanish. Margarita speaks Spanish and not English. In this delightful bilingual book they meet, and despite the language barrier they quickly become friends. Margaret learns Spanish words. Margarita learns them in English. Full-color illustrations."

Activity steps:

1. Have everyone sit in a circle (on the floor if necessary) and explain that you will read a book together about two little girls who speak different languages but who play together and understand each other.

2. Go through the illustrations, page by page, and ask parents and children what they see in the pictures. Do not read the book yet; the idea is to elicit language and to model to parents how they can share a book with children without having to read the words.

3. Read the story aloud, page by page, pointing to the words in the pictures as you say them in English and Spanish (or as a volunteer reads them in Spanish).

4. Ask some comprehension questions (e.g., "How did Margaret and Margarita feel when they saw each other for the first time?" "Did they want to play

together? Why not?" "What happened? Did they play together?" "How did they understand each other?")

5. Read the book aloud together, choral style: Read the English page and have everyone repeat the words as you point to the corresponding illustration; then read (or have a volunteer) read the Spanish page and have everyone repeat the words.

6. Show everyone the picture of the rabbit in the book. Ask speakers of other languages how to say "rabbit." Have the class repeat the term in different languages.

7. Repeat the above step with other terms in the book (e.g., "cat," "shoes").

8. Explain to parents that it helps their children to look at books and talk about them -- in any language. They can read a book together, or they can look at the pictures and talk about the story.

9. Tell parents that their "homework" is to look at a book with their child.

10. If your site has a lending library of book and cassette sets, introduce parents to it, showing them how to "check out" a set. Invite parents and children to select a set to bring home for the week.

HANDOUT 3: The Alphabet, Upper and Lower Cases

A a Aa ______ ______ ______ ______

B b ______ ______ ______ ______ ______

C c ______ ______ ______ ______ ______

D d ______ ______ ______ ______ ______

E e ______ ______ ______ ______ ______

F f ______ ______ ______ ______ ______

G g ______ ______ ______ ______ ______

H h ______ ______ ______ ______ ______

I i ______ ______ ______ ______ ______

J j ______ ______ ______ ______ ______

K k ______ ______ ______ ______ ______

L l ______ ______ ______ ______ ______

M m ______ ______ ______ ______ ______

Nn _____ _____ _____ _____ _____

Oo _____ _____ _____ _____ _____

Pp _____ _____ _____ _____ _____

Qq _____ _____ _____ _____ _____

Rr _____ _____ _____ _____ _____

Ss _____ _____ _____ _____ _____

Tt _____ _____ _____ _____ _____

Uu _____ _____ _____ _____ _____

Vv _____ _____ _____ _____ _____

Ww _____ _____ _____ _____ _____

Xx _____ _____ _____ _____ _____

Yy _____ _____ _____ _____ _____

Zz _____ _____ _____ _____ _____

HANDOUT 4: Fairfax County Schools Dictation

Read the words

More than 160,000 children and teenagers go to Fairfax County public schools. They come from many different countries. They speak more than 100 different languages. There are 132 elementary schools in Fairfax County. More than 84,000 children go to them. In all of the schools, there are more than 70,000 computers and printers. More than 20,000 people work in Fairfax County public schools.

✂---

Write the words

More than 160,000 __________ and teenagers go to Fairfax County public __________. They __________ from many different countries. They __________ more than 100 different languages. There are 132 elementary schools in __________ __________. More than 84,000 children go to __________. In all of the schools, there are more than 70,000 __________ and printers. More than 20,000 people __________ in Fairfax County public schools.

Lesson 3: Telling Our Stories

Life Skills:
Learners will . . .

- Practice asking for and conveying basic personal information.
- Work with a partner to complete prewriting, writing, and computer tasks.

Technology Skills:
Learners will . . .

- Discuss what the Internet is and complete an exercise on the Internet.
- Practice typing and entering information on the computer.

Language Skills:
Learners will . . .

- Read stories about characters similar to them.
- Practice asking questions to obtain information and clarification.
- Listen for specific information and note it on paper.
- Write stories about one another, using prewriting tasks to generate ideas and information and a reading sample to serve as a model for writing.

Literacy Skills:
Literacy learners will . . .

- Recognize by sight the terms *first name* and *last name*.
- Write their first and last names.
- Recognize and generate letters on a computer screen.

EFF Skills:
Learners will . . .

- Read with understanding.
- Convey ideas in writing.
- Use information and communications technology.

Word Bank:
Interview, Internet, mouse, click, digital camera

Materials Needed:
Flip chart or board and markers
Handout 5: Student Stories
Handout 6: Interview Questions
Handout 7: First and Last Names (for literacy students)
Handout 8: Computer-Assisted Writing (a copy for yourself and the aide)
Handout 9: Alphabet Practice on the Computer (a copy for yourself and the aide)
A digital camera
Computers with Internet access and a word-processing program

Presenting the Concepts

1. Welcome students and explain that today, they are going to practice talking to each other and writing stories.

2. Ask students, "What are some things you like about living in the United States?" Make a list on the board (e.g., good jobs, good schools).

3. Discuss with students what things they miss about their country, and list examples on the board (e.g., food, family, friends).

4. Tell students that they are going to practice reading and writing stories about people. They will also take turns doing some reading and writing practice on the computer.

Computer Pullout for Literacy Students

After you have finished the introductory discussion, have an aide sit at a computer terminal with literacy students and work with them on the exercises in ***Handout 9: Alphabet Practice on the Computer.***

Activity 1: Reading Stories

1. Tell students that they are going to read two stories by students. Give them **Handout 5: Student Stories.**

2. Have students listen as you read the handout. Then have students read it aloud together, repeating each sentence after you.

Computer Pullout for Intermediate Students

After you have read the stories on ***Handout 5: Student Stories****, pull out intermediate students who do not need the reinforcement of the comprehension questions that follow. Have these students work on the intermediate activity described in* ***Handout 8: Computer-Assisted Writing****. The aide can help students start on the activity; if she is already working with literacy students at a computer terminal, she can take a break for a few minutes and help the intermediate students get started.*

Extra practice for beginners

If students need more practice with reading, they can take turns reading each story aloud to a partner, helping each other with the pronunciation.

3. With the beginners, elicit answers to the following comprehension questions:

- Where is Karima from?
- When did she come to the United States?
- Why did she come to the United States?
- What does Karima like about the United States?
- What does she miss from Morocco?
- Where is Edgar from?

- When did he come to the United States?
- Why did he come to the United States?
- What does Edgar like about the United States?
- What doesn't Edgar like about the United States?
- What does he miss from El Salvador?

Activity 2: Pair Interviews

1. Tell students that they are going to interview someone in the class and then write a story about the person like the stories they just read together. Explain that an interview is when you ask somebody questions about herself or himself.

2. Distribute **Handout 6: Interview Questions** and have students practice reading the questions.

3. Have each student find a partner from a different country. Explain that students will ask each other the questions on the handout and write the answers.

4. As students work on the pair interviews, encourage students who finish early to ask other questions to get more information.

Activity 3: Multilevel Story-Writing

1. Tell students that they will now write a story about the person they interviewed. Write the following prompts on the board:

_____________ *is from* _____________.
_____________ *came here in* _____________.
_____________ *came here because* _______________________________. .
_____________ *likes* __________________________________ *in the United States.*
_____________ *misses* ____.

2. Explain that students can use the information on the board to help write a story about their partner. They will complete the sentences with the information from their interview questions.

Workout for intermediate students

*When intermediate students return from the computer lab and write their stories, have them do so without the prompts on the board; as models, they can use the stories of Karima and Edgar (on **Handout 5: Student Stories**).*

3. Tell students that when they finish writing their story, they will use the digital camera to take a picture of their partner. Explain that you will put all of the stories and pictures together in a book for all of the students.

4. Monitor students as they write and show them how to take a picture with the digital camera. Also, show them how they can change the setting on the camera to display the photo they just took.

Computer Pullout for Beginner Students

After beginner students have finished the pair interviews and story writing, have them switch places with the intermediate students. With the help of the aide, beginners will complete the beginner activity in ***Handout 8: Computer-Assisted Writing*** *while intermediate students return to the classroom and complete pair interviews and story-writing.*

☐ Literacy students

Have literacy students return to the classroom at the same time as the intermediate students.

- *While the intermediate students interview each other, ask literacy students the questions on* ***Handout 6: Interview Questions****, eliciting responses to as many as possible. If you have more than one literacy student, have them practice asking each other as many questions as they can comprehend – even if this is limited to "What's your name?" and "Where are you from?"*
- *As intermediate students write their stories, you or an aide can use* ***Handout 7: First and Last Names*** *to help literacy students recognize by sight the terms* first name *and* last name *and understand what they mean.*
- *As literacy students are copying their first and last names on the second sheet of* ***Handout 7****, you or the aide can write a brief story about them (e.g., "Abu is from Sudan. She came here in June 2001. She likes being with her family in the United States.") to appear in the book with the other student stories. Take a picture of the literacy students, or have them take pictures of each other.*

Parent-Child Activity: "Who Is This?" Game

To give parents a chance to read the stories they have just written, have parents and children play a guessing game that engages them in listening.

1. If possible, have everyone sit in a circle or square.

2. Tell parents that they will take turns reading the stories they wrote about their partner. When they read the story, they should not say the name of the person; they should just say "my classmate." Everyone will listen, and at the end of each story, the children will point to the parent they think the story is about.

3. Using one of the student's stories (or a story you wrote about a literacy student), model the activity; start by saying, "My classmate is from . . . " and read the story. At the end of the story, ask, "Who is this?" and encourage children to point to the correct person.

4. Have everyone take turns reading the stories and guessing the identities. As each identity is revealed, take a photo of the corresponding parent and children.

Note

At the end of the class, be sure to collect the stories. Key them into a word-processing file, one or two per page. Next to each text, insert the digital camera photo files for each student. Print copies of the class "book" and distribute them.

HANDOUT 5: Student Stories

Karima's Story

Karima is from Morocco. She came to the United States in January 2000. She came here to learn English and get a better job. She likes shopping in the United States and going to the store any time. She misses the sunny weather and the beach in Morocco. She also misses her parents and her friends.

Edgar's Story

Edgar is from El Salvador. He came to the United States in 1987. He came here because there was a bad war in his country. He likes the schools in America because his children can learn a lot, but he doesn't like working so much and paying a lot of rent. He misses the food from his country and all of the holidays.

HANDOUT 6: Interview Questions

What's your name?

Where are you from?

When did you come to the United States?

Why did you come to the United States?

What's one thing you like about the United States?

What's one thing you miss from your country?

HANDOUT 7: First and Last Names

FIRST NAME FIRST NAME

FIRST NAME __________ __________

LAST NAME __________ __________

First Name __________ __________

Last Name __________ __________

FIRST NAME	~~LAST NAME~~	FIRST NAME	FIRST NAME
FIRST NAME	FIRST NAME	LAST NAME	FIRST NAME
FIRST NAME	FIRST NAME	FIRST NAME	LAST NAME
LAST NAME	FIRST NAME	FIRST NAME	FIRST NAME

Last Name	Last Name	~~First Name~~	Last Name
Last Name	Last Name	Last Name	First Name
First Name	Last Name	Last Name	Last Name
Last Name	First Name	Last Name	Last Name

FIRST NAME LAST NAME

FIRST NAME LAST NAME

First Name Last Name

First Name Last Name

LAST NAME FIRST NAME

LAST NAME FIRST NAME

Last Name First Name

Last Name First Name

HANDOUT 8: Computer-Assisted Writing

Web Site Featured:
Interesting Things for ESL Students
http://www.manythings.org/

(Note: Always preview sites to ensure that URLs and links are still active!)

Setting Up the Exercise:
1. Open the Internet browser on each computer and type the following URL:

http://www.manythings.org

2. Under the "Experimental" section, click "Computer-Assisted Writing."

Activity Steps -- Beginner Variation:
1. Have each student sit with a partner in front of the computer screen.

2. Explain to students that they're going to practice asking the questions to their partner -- like they did in the pair interviews -- and typing the answers into the computer. Then the computer will "write" a story for them that they can read.

3. Have students look at the screen. Explain that they are looking at a site on the Internet. Ask if anyone can explain what the Internet is. If necessary, explain that the Internet is a program on the computer that lets you share information with other computers. You can also play games or listen to music on the Internet.

4. Demonstrate how to use the mouse. Have one person in each pair use the mouse and click on the words "Personal Information."

5. Explain that one person in each pair will read the information on the screen (i.e., the script prompt). The partner has to say the end of the sentence. Model the first question aloud with a student.

Example:
Partner A reads, "My name is ______."
Partner B says, "Silvia Alvarez."

6. Tell students that next they have to type in the words their partner says and click the "OK" box. Model this process with a student.

Example:
Partner A reads, "My name is ______."
Partner B says, "Silvia Alvarez."
Partner A types "Silvia Alvarez," clicks "OK," and reads the next question.

7. Have students begin the exercise. Tell them that when they finish, they will see a story about them written on the computer screen.

8. Have students click the "Back" button on their browser and then click "Personal Information" to repeat the exercise with their partner, switching roles.

9. If time allows, students who finish can complete another activity: Using the "Back" button, students can select "A Self-Introduction" and repeat the steps for the previous activity.

Activity Steps – Intermediate Variation:
1. Have each student sit with a partner in front of the computer screen.

2. Explain to students that they're going to practice writing a letter. The computer will ask them some questions; they will type some information; and then the computer will "write" a letter for them.

3. Have students look at the screen. Explain that they are looking at a site on the Internet. Ask if anyone can explain what the Internet is. If necessary, explain that the Internet is a program on the computer that lets you share information with other computers. You can also play games or listen to music on the Internet.

4. Demonstrate how to use the mouse. Have one person in each pair use the mouse and click on the words "Write a Quick Letter."

5. Explain that one person in each pair will read the information on the screen (i.e., the script prompt). The partner has to say the words that are necessary to finish the sentence. Model the first sentence aloud with a student.

Example:
Partner A reads, "My name is ______."
Partner B says, "Silvia Alvarez."

6. Tell students that next they have to type in the words their partner says and click the "OK" box. Model this process with a student.

Example:
Partner A reads, "My name is ______."
Partner B says, "Silvia Alvarez."
Partner A types "Silvia Alvarez," clicks "OK," and reads the next question.

7. Have students begin the exercise. Tell them that when they finish, they will see their letter written on the computer screen. The person who asked the questions should read the letter out loud to the partner.

8. Have students click the "Back" button on their browser and then click "Write a Quick Letter" to repeat the exercise with their partner, switching roles.

9. If time allows, students who finish can complete another activity: Using the "Back" button, students can select "Favorites" and repeat the steps for the previous activity.

HANDOUT 9: Alphabet Practice on the Computer

Setting Up the Exercise:

1. Open a word-processing program such as Microsoft Word.

2. Set the font size to 36 point type.

3. Type the letters of the alphabet in random order, leaving plenty of space between them so that students can easily read them on the computer screen.

Example:

T W O

L C S

A R B

Exercises:

1. Using the mouse, point to each letter on the screen, asking literacy students, "What is that letter?"

2. Introduce students to the mouse, and let them practice using it. Then say a letter of the alphabet, and have the student use the mouse to click on it. When you've covered all the letters displayed on the screen, use the scroll bar or the "Page Down" button to show the rest of the letters (because the print is large, you can't display more than half the letters at once). Repeat the exercise.

3. Open a new file. Say a letter, and have the student type it. Repeat this many times.

4. Reverse Step 3: Have the student say a letter; you type in both the uppercase and the lowercase letters.

5. Type the student's name on the computer and then have the student type it.

Lesson 4: Raising Children in the U.S.

Life Skills:
Learners will . . .

- Explore accepted methods of disciplining children in the U.S.
- Problem-solve alternatives to hitting children as punishment.

Language Skills:
Learners will . . .

- Discuss ways of disciplining children in different countries.
- Prepare a group presentation.
- Read a story about a parent.
- Act out a story.

Literacy Skills:
Literacy learners will . . .

- Work with "s" as an initial consonant to establish sound-symbol correspondence

EFF Skills:
Learners will . . .

- Read with understanding.
- Cooperate with others.
- Solve problems and make decisions.

Word Bank:
Behave, punish, "time out," hit, spank, cop, social services

Materials Needed:
Flip chart or board and markers
Handout 10: The Letter S (for literacy students)
A copy of the *Fran's Story* (Kovats, 2000) booklet for each student or pair of students
Where the Wild Things Are (Sendak, 1963)

Presenting the Concepts

1. Welcome students and explain that they are going to talk about having children in the United States.

2. Elicit a definition of the term "behave." If necessary, explain that children behave when they act nicely and respect other people; they do not behave when they scream or hit each other. For fun, have two student volunteers show the class what a child looks like when he is behaving and not behaving.

3. Ask students, "In your country, what do you do when children don't behave?" Make a list together on the board (e.g., the teacher sends children home from school; parents make children stay in their rooms).

4. Then ask students, "In the United States, what do parents or teachers do when children don't behave?" Discuss different practices and list them on the board (e.g., "time out").

Activity 1: Group Presentations

1. Tell students that they will practice conversation in a small group.

2. Write the following on the board:

What's good about being a parent in the United States?

What's difficult about being a parent in the United States?

3. Read through the questions with students, and give an example of each (e.g., "It's good to be a parent in the United States because your children can learn many things in school, like how to use the computer"; "It's difficult to be a parent in the United States because you have to know how to drive.")

4. Tell students that they need to discuss the questions in their group and write three good things and three difficult things about being a parent in the United States.

5. Have a representative from each group present the group's ideas to the class as you note them on the board. Discuss the ideas together.

☐ **Literacy students**

As the other students work in small groups, use ***Handout 10: The Letter S*** *to help literacy students pronounce and write words from the lesson with the initial consonant "S" (school, student, speak, spell). First, pronounce the "S" sound with the student, and have him copy the letter "S." Next, say the sound followed by the words. After you've said and pointed to the words several times, have the student copy the words. Then say each word again and have the student write the "S" next to the words at the bottom.*

Activity 2: Fran's Story

1. Tell students that they will now read a story about a woman who is having a difficult day. Her day is even more difficult because her child is not behaving.

2. Give each student or pair of students a copy of the booklet, *Fran's Story* (Kovats, 2000).

3. Read the story aloud one time as students listen.

4. Then have five students come to the front of the room. Assign each student one of the following roles:

Fran
Dave
little boy, Ben
little girl
lady in store

5. Have the rest of the students read the story aloud together, page by page; after they read each page, have the student actors portray the action on that page.

6. Ask students the following comprehension questions:

- Who does Fran live with?
- Does Fran work? What does she do?
- Does she like her job?
- Fran takes her children to the store and gets very angry. Why?
- What does Fran do when she gets angry?
- What does she go when she gets home?

Activity 3: Discussion and Group Writing

1. Ask students, "Is Fran a good mom? Why or why not?" Discuss the question.

2. Have students look at p. 19 of the book. Read the following; "I know you. I'll call the cops on you!" Ask students what that means (i.e., "Why does the woman want to call the police? What is wrong?")

3. Ask students, "What can Fran do when her children don't behave and she gets very angry?" Write the question on the board, along with the following prompts:

Fran can take her children to another room and talk to them quietly.
Fran can ____.
Fran can ____.
Fran can ____.

4. Discuss the question together, eliciting sentences from students and writing them on the board. When you have finished noting ideas, read the sentences back aloud together.

Parent-Child Activity: Story Reading, *Where the Wild Things Are*

Do a story reading with the children's book *Where the Wild Things Are* (Sendak, 1963) to talk about what happens to a little boy when he decides to be a "wild thing."

Activity steps:

1. Have everyone sit in a circle (on the floor if necessary) and explain that you will read a book together about a little boy who doesn't want to behave; he wants to act wild.

2. Ask all of the children to stand up and show you what it means to act wild.

3. Go through the illustrations, page by page, and ask parents and children what they see in the pictures. Do not read the book yet; the idea is to elicit language and to model to parents how they can share a book with children without having to read the words.

4. Read the story aloud, page by page, pointing to the words in the pictures as you say them.

5. Ask why Max's mom punished him and what she did to punish him (e.g., made him go to bed without eating anything). Then ask parents and children if they think that was a good punishment.

6. Tell everyone, "Max went to land of the wild things. What did he do? Did he like it?"

7. Ask, "Why did Max decide to come home?" Then ask, "What happened to him when he came home?" (e.g., he found his supper waiting for him in his room).

8. Ask, "Why do you think that Max's mom left his supper for him?" If necessary, help learners articulate that even though Max's mom was angry with him and gave him a punishment, she still loved him and wanted to make sure that he wasn't hungry when he went to sleep.

9. Explain to parents that it helps their children to look at books and talk about them – in any language. They can read a book together, or they can look at the pictures and talk about the story.

10. Tell parents that their "homework" is to look at a book with their child.

11. If your site has a lending library of book and cassette sets, introduce parents to it (if you haven't already done so), showing them how to "check out" a set. Invite parents and children to select a set to bring home for the week.

HANDOUT 10: The Letter S

S S__ _____ _____ _____ _____

s s__ _____ _____ _____ _____

School School ________ ________

Student ___________ ___________

Speak _______ ________ ________

Spell _______ ________ ________

___chool ___peak

___tudent ___pell

Stand-Alone Internet Activity: Using the Mouse

Note

This activity helps students become comfortable with using the mouse. You can use it as a pull-out activity for students who have never used a computer -- or you can use it with a full class, having the more computer-literate students work on the harder puzzles (the puzzles range from 6 to 240 pieces).

Life Skills:
Learners will . . .
- Visit an Internet site and use the mouse.

Language Skills:
Learners will . . .
- Follow directions in English for using the mouse.

Technology Skills:
Learners will . . .
- Become comfortable with using a mouse to click, drag, and drop.
- Navigate the links on a home page to access different puzzles.

EFF Skills:
Learners will . . .
- Use information and communications technology.
- Cooperate with others.

Word Bank:
Internet, mouse, click, drag, drop

Materials Needed:
Computers with Internet access

Web Site Featured:
The Jigzone
http://www.jigzone.com

Setting Up the Exercise:
1. Open the Internet browser on each computer and type the following URL:

http://www.jigzone.com

2. For novice computer users, click the "6 piece classic puzzle" (other students can choose their own puzzle).

Activity Steps
1. Have each student sit at an individual computer.

2. Explain to students that they're going to use the **Internet**. If necessary, explain that the Internet is a system that lets computers share information; the Internet also has games you can play.

3. Hold up the **mouse**, and tell students that they have to use the mouse when they are using the Internet.

4. Ask everyone to look at the puzzle on the screen. Explain that students will use the mouse to put the pieces of the puzzle together.

5. Show students how you hold and **click** the mouse, and have them do the same. Then have them click on a puzzle piece.

6. Explain that the students have to hold the mouse button down and **drag** the puzzle piece. When they want to put down the puzzle piece, they let go of the mouse button -- or **drop** it.

7. Demonstrate dragging and dropping the puzzle pieces, and have students do the same to complete the puzzle.

8. When students finish, they can click the "More pictures" camera icon at the left and choose another puzzle. (Be sure to use the pull-down menu at the top of the photos, "Choose Your Puzzle Cut," to select the number of pieces in the puzzle.)

Family Literacy Curriculum
Government Module
Schools and Community

Purpose:
Learners will familiarize themselves with U.S. schooling practices and with their children's school. They will create a booklet introducing new immigrant parents to the school and will consider ways to participate in their children's schooling. They will also research contact information for community services useful for parents.

Lesson 1: Learning About Schools in the United States

💻 **Lesson 2: Creating a School Booklet**

Lesson 3: Communicating with the School, Part 1

💻 **Lesson 4: Communicating with the School, Part 2**

💻 **Stand-Alone Internet Activity: Finding Services in My Community**

Lesson 1: Learning About Schools in the U.S.

Life Skills:
Learners will . . .
- Compare and contrast school systems in different countries.
- Understand how the U.S. school system is structured.

Language Skills:
Learners will . . .
- Listen to a brief story about school experiences that surprised an immigrant.
- Analyze how schooling practices in their country differ from those in the United States.
- Write sentences about differences in schooling.
- Say ordinal numbers to state their children's grade level.
- Use pair information-gap dialogues to ask a partner questions about his or her children's ages and grade levels, noting the partner's responses.

Literacy Skills:
Literacy learners will . . .
- Copy keywords related to their children's schooling (e.g., school name).
- Name the initial consonant of a word.
- Combine words to form sentences.
- Resequence words in a sentence.

EFF Skills:
Learners will . . .
- Convey ideas in writing.
- Listen actively.
- Cooperate with others.

Word Bank:
Kindergarten, legs crossed, sit straight up, calendar, grade, ordinal numbers (e.g., first, second)

Materials Needed:
Flip chart or board and markers
A soft ball
A class set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) (optional)
A calendar (optional)
Handout 1: Sentence Strip Literacy Activity (for a literacy activity)
Handout 2: School Subjects Dictation (for intermediate students)
Handout 3: Pair Conversations About Schools
Alphabet flashcards, uppercase and lowercase (for literacy students)
Sentence strips (a few for literacy students)
Scissors (for a literacy activity)
Number flashcards (for a parent-child activity)

Presenting the Concepts
1. Welcome students and explain that they will talk about schools in the United States.

2. Tell students the following true story:

When Ilham came here from Iraq, her son started kindergarten. Ilham was very surprised that her son had homework every night. In Iraq, there's no homework in kindergarten.

Ilham took English classes at night. The first time she went to class, she was so surprised! Many of the students were sitting with their legs crossed. In schools in Iraq, you must sit straight up in your chair. You can't cross your legs.

3. Ask students, "What are some things about schools in the United States that surprised Ilham?"

4. Discuss whether anything about schools in this country surprised students.

Activity 1: Comparing Schools in Different Countries
1. Write the following keywords on the board:

Transportation
Discipline
Homework
Teachers
School building
School hours
Lunch
Vacations
Clothes
Parents

2. Ask students, "How are schools in your country different from schools in the United States?" Elicit and discuss examples from students, drawing on the keywords (e.g., "In my country, students walk to school. Here, they take a bus.")

3. Have students write a few sentences comparing schools in their country and schools in the U.S. Use the following example and prompts:

In my country, students wear a uniform to school.

Here, they wear regular clothes.

In my country, students ____.

Here, students ___________________________________.

Literacy students

As the other students write sentences and work in small groups, you or the aide can conduct a pullout session with literacy students. Use flashcards to review the uppercase and lowercase alphabets; then, have students match uppercase and lowercase flashcards. Next, do the sentence strip activity (see Handout 1: Sentence Strip Literacy Activity*) to introduce the idea of words as individual units in a sentence.*

4. After students have had a chance to write sentences, ask for volunteers to read them to the class.

Activity 2: Ordinal Number Ball Toss

1. Explain that students will now practice using some numbers that they need to talk about their children's grade.

2. If you have a set of picture dictionaries, pass them out (one for each pair of students is fine) and have everyone look at the ordinal numbers (see p. 14 in *The Oxford Picture Dictionary*, Shapiro & Adelson-Goldstein, 1998); if you do not have the dictionaries, write on the board the ordinal numbers for 1-20, 21, 22, 30, and 31 (e.g., 1st first, 2nd second, etc.).

3. Show students a calendar. Tell them that you use ordinal numbers to talk about student's grades and to talk about dates; for example, you say "January first," not "January 1."

4. Say the ordinal numbers together aloud.

5. Erase the board or have students close the students close the picture dictionaries; have everyone stand.

6. Tell students that they will throw the ball and say each day in the month of January. Model the ball toss by throwing the ball to an aide or a student volunteer and saying, "January first."

7. The person who catches the ball says, "January second."

8. Repeat the exercise until all students have said all the days of the month.

Activity 3: Ages and Grades

1. Explain that students will use the same numbers to talk about their children's grade.

2. Write the following on the board:

Age	*Grade*
5	*kindergarten*
6	*1st grade*

7
8
9
10
11
12
13
14
15
16
17

3. Explain that the age is the age of students when they begin the school year; for example, a child can begin kindergarten at age 5, but if the child has a birthday in October, then the child is 6 years old and in kindergarten.

4. Have students copy the chart on the board, filling in the rest of the grades; then, read through them together.

Extra practice for beginners
If you have a set of The Oxford Picture Dictionaries (Shapiro & Adelson-Goldstein, 1998), *look at p. 112 ("Types of Schools"). Read through the vocabulary. Poll students aloud to see how many have children in preschool, how many have children in elementary school, etc.*

5. Write the following terms on the board:

Elementary school
Middle school/Junior high school
High School

Note
In Fairfax County, "middle school" designates a school with grades 6-8; "junior high school" designates a school with grades 7 and 8.

6. Ask students which grades are in each school; note this on the chart.

Workout for intermediate students
Intermediate students who are familiar with grade levels and have no trouble saying them can do an activity more challenging than the pair interviews that follow. Have them complete **Handout 2: School Subjects Dictation** *(if they're working in pairs, one partner reads and the other writes; if they're working in a small group, one member reads and the others write). Then, have them look at page 121 in* The Oxford Picture Dictionary *(Shapiro & Adelson-Goldstein, 1998); after reading the vocabulary, they should discuss the three questions at the bottom of the page, where it says "Share Your Answers."*

7. Distribute **Handout 3: Pair Conversations About School**. Explain that students will ask each other questions to practice talking about their children's ages and grades.

8. Read through the dialogue and have students repeat each line.

9. Model the exercise by practicing the second dialogue with an aide or student volunteer; after you ask each question, write the information the aide or student gives you. Be sure to ask how to spell the names in the first two questions; show students as you write the names, letter by letter.

10. Tell students that for the last question, if the child is a boy, they should write the information next to "He's in"; if it's a girl, they should write it next to "She's in."

11. Ask students, "How can you make a conversation for somebody who has one child?" Write a similar conversation on the board that students with one child can practice (e.g., "What is your child's name?" "His name is . . . ").

12. Have students complete the information gap activity and practice the conversation. When they finish, ask for volunteers to read their conversations to the class.

Literacy students

You or an aide can complete the pair conversation with literacy students, building on the questions and answers they practiced in the sentence strip activity. Literacy students can repeat the lines of the dialogue after you; then, they can copy on their paper as you write the answers to questions about their children.

Parent-Child Activity: Games with Numbers

To reinforce numeracy skills, have parents and children play these two games.

Ball Toss

Do a ball toss to practice counting from 1 to 100. You can follow this with a ball toss from adults to children: Each adult has to throw the ball to a child and ask, "What grade are you in?" The child has to answer with, "I'm in _____ grade."

"What's My Number?"

Give everyone a flashcard with a number written on it. Everyone has to stand up and walk around the room, getting other people to guess the number on their card by saying, "My number is before ________. What's my number?" or "My number is after _______. What's my number?" (e.g., "My number is before 12. What's my number?" "Your number is 11.")

HANDOUT 1: Sentence Strip Literacy Activity

1. Elicit from literacy students the names of their children and the names of each child's school. Write them down, and have students copy them.

2. Have students repeat aloud two simple sentences about their children and what school they go to (e.g., "My daughter is Elida. She goes to Franconia Elementary.").

3. Write the simple sentences and have students copy them. As they copy the sentences, you should write each one on a sentence strip.

4. Read aloud each sentence strip, with students repeating.

5. Cut up one of the sentence strips so that each word is on a different card.

6. Point to each word card and elicit the initial consonant and its sound (e.g., point to the "M" in "My" and have students say "M" and then the "m" sound).

7. After students say the initial consonant and its sound, have them repeat the word on the card (e.g., "M," "m," "My"). Do this several times.

8. Read each word card aloud and place it in its proper order in the sentence. Then, read the sentence aloud, word by word, having students repeat it.

9. Shuffle the word cards and have students try to put the cards back in the proper sequence in the sentence, reading it aloud after students have finished. Do this several times.

10. Repeat the exercise with the other sentence strip.

HANDOUT 2: School Subjects Dictation

In elementary school, students study reading, writing, math, science, art, music, and physical education. In middle school and high school, students choose some of their classes. For example, they can study music, another language, art, or computers. These classes are called electives. Students can also participate in afterschool activities like sports or drama.

HANDOUT 3: Pair Conversations About School

A: What's your name?
B: My name is José.
A: What are your children's names?
B: Their names are Margarita and Estefano.
A: How old are your children, and what grade are they in?
B: Estefano is 9 years old. He's in third grade.
Margarita is 6 years old. She's in first grade.

Practice the conversation with a partner. When you read Part A, write what your partner says in Part B. Then say the conversation again.

A: What's your name?

B: My name is ____________________.

A: What are your children's names?

B: ____.

A: How old are your children, and what grade are they in?

B: ________ is _____ years old. He's in ______________ grade.

________ is _____ years old. She's in ______________ grade.

________ is _____ years old. ______ in ____________ grade.

________ is _____ years old. ______ in ____________ grade.

Lesson 2: Creating a School Booklet

Life Skills:
Learners will . . .
- Understand the different parts of an elementary school.
- Complete a cooperative group task.
- Consider ways that parents can overcome language barriers and become more involved with their children's schooling.

Technology Skills:
Learners will . . .
- Become comfortable with using the mouse to scroll through a Web page.
- Use the Fairfax County Public Schools home page to find specific information about their child's school.
- Look at the home page designed for their child's school.
- Use a digital camera to photograph different places in the school.

Language Skills:
Learners will . . .
- Acquire vocabulary relating to elementary school staff and services.
- Read information on the Internet, scanning for keywords.
- Write sentences describing the features of their child's school.
- Analyze stories about parents' problems related to their children's schooling and discuss solutions, writing them together as a group.
- Use English to interact with peers in completing group projects.

Literacy Skills:
Literacy learners will . . .
- Read the address and phone number of their child's school, as shown on a computer screen, and practice copying the information.

EFF Skills:
Learners will . . .
- Use information and communications technology.
- Cooperate with others.
- Read with understanding.
- Solve problems and make decisions.

Word Bank:
Counselor, principal, custodian, nurse, enrollment, specialist

Materials Needed:
Flip chart or board and markers
Handout 4: Fairfax County Public Schools Internet Exercise
Handout 5: Problems Parents Have (a few for intermediate students)
Computers with Internet access and a word-processing program
A class set of the Oxford *Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) (optional)

Presenting the Concepts

1. Welcome students to the class and explain that today you are going to talk about the different parts of a school and the people who work there.

2. If you have a set of the Oxford *Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998), have students look at "School" (p. 5); go through the vocabulary, talking about each item and discussing what people do in each location (e.g., "What do students do in the cafeteria?") and what each person does (e.g., "What does the principal do?).

3. If you do not have a set of picture dictionaries or a text with pictures of a school, elicit from students the different parts of a school (e.g., classroom, library, gym) and the people who work in a school (e.g., teacher, nurse, guidance counselor). On the board, make a list of each and talk about them (e.g., "Students go to the library to listen to stories or to check out books"; "the school nurse sees children when they feel sick").

Activity 1: Using the FCPS Web Page

1. Tell students that they are going to practice using the Internet to get information about their child's school. They will use this information to help make a book about the school for the parents of new students at the school.

2. Take the group to the computer lab and have students sit in pairs at each terminal, where the Fairfax County Public Schools home page is displayed.

Note

Be sure to set the browser on each screen to the Fairfax County Public Schools home page (http://www.fcps.k12.va.us) before students begin the activity.

3. Ask students what they see on the screen (i.e., the Web page of Fairfax County Public Schools) and if anyone has ever looked at this site before.

4. Tell students that if they want to get more information about something, they can use the mouse to touch a word that has a bright color or a line under it. This is called clicking a link. When you click the link, you see new information. Ask students, "What link would you click to get more information about schools?"

5. Have students click on the left-hand link for "Schools and Centers."

Literacy students

Have the aide sit with the literacy students at one computer terminal, demonstrating the tasks as the teacher explains them. As the other students work on ***Handout 4: Fairfax County Public Schools Internet Exercise*** *later in this exercise, help literacy students find the school address, phone number, and name of the principal, copying that information on the handout. Then, go to the relevant elementary school home page and help the literacy students use the mouse to navigate the links and look at the pictures. Although the literacy* *students may not understand everything that is occurring, they can feel the satisfaction of working with the group and using the computer.*

6. Ask students which link they would click on to find their child's school; then, have everyone click "Elementary Schools".

7. Ask students, "How can you find your child's elementary school?" If necessary, explain that you can click on the letter at the top of the page that is the first letter of the school's name (e.g., Click "F" for Franconia Elementary).

8. Have everyone click the first letter of the elementary school's name. Then, tell students to use the mouse and click on the "Down" arrow on the right-hand side of the screen until they see the school's name; encourage students to help their partner if the partner is having trouble using the mouse to scroll down the page.

9. Ask students, "Who is the school's principal?" Explain that under the principal's name is the principal's e-mail address (read it aloud). Ask if anyone knows what e-mail is (e.g., a way to send a message from your computer to someone else's computer). Tell students that if you have a question for the principal of the school, you can send the principal an e-mail.

10. Have students look at the first box on the left, with the school name. Explain that "Profile" is a link to a page with information about the school; have everyone click "Profile."

11. Have everyone click the "Back" button at the top of the browser. Ask everyone to look again at the first box on the left, with the school name. Explain that "Home page" is a link to a Web site that people at the school made to give other people information about the school. Have everyone click "Home page." What do they see? (i.e., they should see a page with information about the school).

12. Have everyone click the "Back" button at the top of the browser.

13. Explain that students will now work with their partner to find the information to answer six questions. Distribute **Handout 4: Fairfax County Public Schools Internet Exercise**. Read through questions 4-6 and explain the terms "total enrollment" (i.e., the number of children who go to the school), "specialists" (i.e., special teachers who only teach one subject, like reading), and "School-Aged Child Care" (i.e., a program for working parents to bring their children to school for babysitting before or after school; they pay for this each month).

14. Have students answer the six questions with their partners. Encourage pairs who finish early to complete the questions in the "Extra practice!" box.

15. When students have completed the six questions, go through the answers together. Ask for volunteers to give answers to the "Extra practice!" questions.

Activity 2: Making a School Booklet

1. Tell students that they will spend the rest of the class taking photographs and writing information for a book for parents whose children are starting school for the first time.

2. Have students think of a few places in the school that are important for parents to know. List these places on the board (e.g., classrooms, cafeteria, principal's office, library, nurse's office, gym).

3. Divide students into three groups. Place beginners into Groups 1 and 2 and intermediates into Group 3.

- **Group 1:** Members will take turns using the digital camera to photograph the places listed on the board (e.g., library, cafeteria). Each member of the group will take one of the photographs.
- **Group 2:** Members will write a few sentences talking about the places on the board (e.g., "This is the cafeteria. This is where students eat lunch.") Then, they will write sentences with the answers to **Handout 4: Fairfax County Public Schools Internet Exercise** (e.g., "The school's address is . . . " "The school's total enrollment is . . . ").
- **Group 3:** Members will read some stories about problems parents are having with their children's education; they will write advice for the parents.

☐ **Literacy students**

Place literacy students in Group 1, so that they can contribute to the project by taking photos. The aide can "shadow" literacy students as they work with the group and have the students repeat the relevant vocabulary word for each part of the school that students photograph (e.g., "Library").

4. Allow students in Group 1 to leave the room and begin their photography assignment. Write a prompt on the board that students in Group 2 can use to begin writing sentences (e.g., "This is the cafeteria. This is where students eat lunch."). Give Group 3 copies of **Handout 5: Problems Parents Have**, and ask them to start reading and discussing it.

5. As the aide works with the literacy students and Group 1 to take pictures, help students in Group 2 write sentences and check on Group 3's progress with the advice-writing assignment.

Parent-Child Activity: School Presentations

To give parents a chance to share the group work they have just completed, have parents and children play a guessing game that engages them in listening. Then, elicit the children's perspectives on the problems that Group 3 discussed.

1. If possible, have everyone sit in a circle or square.

2. Tell everyone that the members of Group 2 will take turns reading sentences they wrote about places in the school. When they read the sentence, they should not say the name of the place, so that the children can try and guess it.

3. Model the activity by saying, "This is where children go to get a book to read" and having children guess the answer (i.e., "The library").

4. Have group members take turns reading sentences and having children guess the places.

5. Tell everyone that they will now listen to some problems that parents are having. After the members of Group 3 read the problems, the children will give some advice to the parents. Then, Group 3 members will read their advice.

6. Have a volunteer from Group 3 read the first scenario. Then, ask children, "What problem is José having? What can he do?" Try and elicit ideas from the children. Then, ask the other parents if they have ideas. Lastly, have another volunteer from Group 3 read the group's response.

7. Repeat the previous step with the other two scenarios that Group 3 discussed.

8. Tell everyone that you will take the camera film, the advice to parents, the sentences that Group 2 wrote, and the photos that Group 1 took. You will use this information together as you make a book for new parents. The next time you go to the computer lab, the parents will take turns typing the information they wrote today.

Note

At the end of the class, be sure to collect the sentences and advice stories and to save the digital camera cassette. You will use these in the computer part of Lesson 4.

Before Lesson 4, load the digital photos into a word-processing file, preferably one per page. Students will key in the text to accompany these photos.

HANDOUT 4: Fairfax County Public Schools Internet Exercise

1. What is the school's address?

2. What is the school's phone number?

3. Who is the school's principal?

Click "Profile." Look at the profile. Go all the way down to the bottom.

4. What is the school's total enrollment?

5. How many specialists and teachers work at the schools?

6. Is School-Aged Child Care (SACC) available?

★ ***Extra practice!***

Click the "Back Button" two times. Click the "Calendars" link at the left side.

If your elementary school starts school in the end of July, click "Modified elementary"; if it starts in September, click "Traditional."

Look at the school's calendar.

When is winter vacation?

When is spring vacation?

When is the last day of school?

HANDOUT 5: Problems Parents Have

José feels bad because his daughter is having a problem with her algebra class. José didn't study algebra, so he doesn't know how to help her with her schoolwork. What are some ideas for José?

1) ____

2) ____

3) ____

Ying's daughter wants Ying to go with her class on a field trip. Ying can't understand English very well. She is afraid to go because she won't understand what her daughter's teacher and classmates are saying. What should she do?

1) ____

2) ____

3) ____

Salome can't read in English. Her daughter's teacher says she needs to read a story with her daughter each night. What should Salome do?

1) ____

2) ____

3) ____

Lesson 3: Communicating with the School, Part 1

Note

This is the first of a two-part lesson spanning two consecutive class periods.

Life Skills:

Learners will . . .

- Explore what a parent-teacher conference is and why it is important.
- Practice leaving a telephone message at a school office.

Language Skills:

Learners will . . .

- Listen to information about parent-teacher conferences.
- Read a note informing a parent of a conference.
- Write answers to comprehension questions based on the reading.
- Leave a message to reschedule a parent-teacher conference.

Literacy Skills:

Literacy learners will . . .

- Learn to recognize and write the numbers 1-10.
- Work with "P" as an initial consonant to establish sound-symbol correspondence.

EFF Skills:

Learners will . . .

- Reflect and evaluate.
- Listen actively.
- Cooperate with others.

Word Bank:

Parent-teacher conference, interpreter, progress, meeting, scheduled, reschedule, cooperation, improve

Materials Needed:

Flip chart or board and markers
Handout 6: Parent-Teacher Conference Note
Handout 7: Numbers, 1-10 (for literacy students)
Handout 8: The Letter P (for literacy students)
Ten small objects (e.g., coins, chalk) to use for counting (for literacy students)

For the parent-child activity:

A children's book that pertains to a character's experience at school, such as the first day of school

Presenting the Concepts

1. Welcome students and explain that today you will talk about parent-teacher conferences. Ask students if they know what a parent-teacher conference is; write the term on the board and briefly discuss the concept.

2. Have students listen as you read the following passage two times, from the *Parenting Curriculum for Language Minority Parents*, by Grace Holt (1988, p. A29) of the Sacramento-Stockton Family English Literacy Project, Cross Cultural Resource Center:

"Most schools have parent teacher conferences two times a year. The teachers and parents talk about how their children are doing in school. The conferences are for parents and teachers to help children do well in school. Some parents may not speak English. That is okay. The school must ask someone who speaks the parents' language to be an interpreter."

3. Discuss the following questions:
   - What do teachers and parents do in a parent-teacher conference?
   - What happens if the parents don't speak English?
   - Do you think parent-teacher conferences are important? Why?

4. Ask students if they have ever been to a parent-teacher conference: What do they remember about it? How did they feel?

Literacy students

As the other students complete the activity that follows, you or the aide can conduct a pullout session with literacy students. Use flashcards to review the uppercase and lowercase alphabets. Next, introduce the concept of numbers by holding up fingers and counting from 1 to 10, with students repeating; then, put some coins or pieces of chalk on the table and count from 1 to 10. After students have counted aloud several times, use ***Handout 7: Numbers, 1-10*** *to help literacy students recognize and copy numerals. Be sure to give students an extra handout to practice copying numerals at home.*

Activity 1: Reading a Note About a Parent-Teacher Conference

1. Tell students to imagine that their son or daughter comes home from school and gives them a piece of paper. Distribute **Handout 6: Parent-Teacher Conference Note**.

2. Read the note aloud, with students repeating each sentence after you say it.

3. Elicit definitions for "progress," "meeting," "scheduled," "reschedule," and "cooperation."

4. Have students complete the questions on the handout. As they finish, have intermediate student volunteers write the answers on the board and go through them together.

Activity 2: Calling the School Office

1. Say to students, "If you need to call the school office to reschedule the meeting, what do you say?"

2. Elicit a phone conversation from the full group, noting it on the board.

Example:

School Office: Hello. School office. Can I help you?
Parent: Yes. I need to leave a message for Mr. Banford.
School Office: What is the message?
Parent: I need to reschedule the meeting.
School Office: OK. What is your name?
Parent: Luis Castro.
School Office: What is your phone number?
Parent: 703-558-3874.
School Office: I'll give him the message.
Parent: Thank you.

3. Have students practice the phone conversation in pairs. Then, have volunteers present the conversation to the class.

Workout for intermediate students

Encourage intermediate students to vary the phone conversation so that it's a little different from the one on the board. Then, have the intermediate students say the parent part of the phone conversation without looking at the script, while the partner playing the school office reads from the script.

Literacy students

When literacy students have finished the previous literacy activity, you or the aide can use **Handout 8: The Letter P** *to help them pronounce and write school-related words with the initial consonant "p" (parent, principal, paper, pencil). First, pronounce the "P" sound and the student copy the letter "P." Next, say the sound followed by the words. After you've said and pointed to the words several times, have the student copy the words. Then, say each word again and have the student write the "P" next to the words at the bottom of the page.*

Parent-Child Activity: Reading a Story About School

Do a story reading with a children's book that pertains to a child's first day at school or an experience at school. A fun book to use is Julie Danneberg's *First Day Jitters* (2000).

Activity steps:
1. Have everyone sit in a circle (on the floor if necessary) and explain that you will read a book together about a child who goes to school.

2. Ask the children what things they like about school. Then, ask the parents to tell the children how the schools in their native country are different from schools in the United States.

3. Go through the illustrations in the book, page by page, and ask parents and children what they see in the pictures. Do not read the book yet; the idea is to elicit language and to model to parents how they can share a book with children without having to read the words.

4. Read the story aloud, page by page, pointing to the words in the pictures as you say them.

5. Ask a few comprehension questions.

6. Discuss a theme from the book. For example, if the book is about a character's first day at school, ask, "How did the character feel before going to school? How did she feel after school?"

7. Explain to parents that it helps their children to look at books and talk about them -- in any language. They can read a book together, or they can look at the pictures and talk about the story.

8. Tell parents that their "homework" is to look at a book with their child.

9. If your site has a lending library of book and cassette sets, introduce parents to it (if you haven't already done so), showing them how to "check out" a set. Invite parents and children to select a set to bring home for the week.

HANDOUT 6: Parent-Teacher Conference Note

October 10, 2002

Dear Parent:

You are scheduled to attend a parent-teacher conference to discuss the progress of your child, *Mariela Castro*.

The meeting is scheduled for

Thursday, Oct. 23 at *10:30 AM.*

If you need to reschedule the meeting, please call the school office at 703-529-3000 and leave a message.

Thank you for your cooperation.

John Banford, Teacher

◆◆◆

1. Who is this letter to?

____

2. Who is this letter from?

____

3. When is the meeting scheduled?

____

4. What should you do if you need to reschedule the meeting?

____

____

HANDOUT 7: Numbers, 1-10

* 1 __1__ _____ _____ _____

** 2 _____ _____ _____ _____

*** 3 _____ _____ _____ _____

**** 4 _____ _____ _____ _____

***** 5 _____ _____ _____ _____

****** 6 _____ _____ _____ _____

******* 7 _____ _____ _____ _____

******** 8 _____ _____ _____ _____

********* 9 _____ _____ _____ _____

********** 10 _____ _____ _____ _____

HANDOUT 8: The Letter P

P P___ _____ _____ _____ _____

p p___ _____ _____ _____ _____

Parent Parent ________ ________

Principal ___________ ___________

Paper ___________ ___________

Pencil ___________ ___________

___arent ___rincipal

___aper ___encil

Lesson 4: Communicating with the School, Part 2

Note

This is the second of a two-part lesson spanning two consecutive class periods.

Life Skills:

Learners will . . .
- Understand that it is a U.S. cultural norm to ask a teacher questions.
- Practice participating in a parent-teacher conference.

Language Skills:

Learners will . . .
- Acquire vocabulary related to school subjects.
- Role-play a parent-teacher conference.

Literacy Skills:

Literacy learners will . . .
- Practice copying the names of school subjects.
- Learn to recognize and write the numbers 11-20.

Technology Skills:

Learners will . . .
- Key information into a word-processing file.
- Save and print documents.

EFF Skills:

Learners will . . .
- Speak so others can understand.
- Guide others.
- Use information and communications technology.

Word Bank:

School subjects (reading, math, music, science, spelling, social studies, physical education, art, health, oral communications, written communications)

Materials Needed:

Flip chart or board and markers
Handout 9: School Subject Cards (one set of cards for each pair of students; you need to prepare the sets by cutting the handouts into cards)
Handout 10: Parent-Teacher Conferences
Handout 11: Numbers, 11-20 (for literacy students)
A set of 20 coins, buttons, or crayons (for literacy students)
A soft ball
Crayons or markers, sheets of drawing paper, tape
Information that you collected from students in Lesson 2 (**Handout 4: Fairfax County Public Schools Internet Exercise**; sentences about the school; **Handout 5: Problems Parents Have**)

Computers with a word-processing program
Zip-Lock bags

Presenting the Concepts

Note

Before you begin, you need to cut copies of ***Handout 9: School Subject Cards*** *into card sets (one set for each pair of students). A good way to store and distribute the cards is to place each set in a Zip-Lock bag.*

1. Tell students that today they will practice talking to the teacher in a parent-teacher conference. Ask students if they remember what a parent-teacher conference is, reviewing the concept if necessary.

2. Explain that you will review the names of things children study in schools. Have students form pairs; give each pair a set of the school subject cards from **Handout 9: School Subject Cards**.

3. Tell students that they are going to put each vocabulary word with the picture card that matches it. Do an example together, physically matching the word and picture card (e.g., "Health" goes with the picture of the doctor and the food groups), and then have students match the rest.

4. As pairs finish, check their work. If necessary, clarify the meaning of "oral communications" and "written communications." Then, encourage one partner to take all of the vocabulary word cards and read them -- one by one -- to the other partner, who listens and points to the corresponding definition card.

Literacy students

You or an aide can pair with literacy students, having them repeat aloud the name of the subjects and then point to the corresponding picture cards. Students can then copy the school subject word cards. Next, group all the cards beginning with "S" (i.e., science, social studies, spelling) in one pile. Have students practice saying the "S" words, pronouncing the initial consonant first and then the word (e.g., "SSSS," "School.")

Activity 1: Role-Playing a Parent-Teacher Conference

1. Tell students that they will now practice talking to the teacher in a parent-teacher conference.

2. Give students **Handout 10: Parent-Teacher Conferences** and read aloud the two conversations, having students repeat each line after you say it.

3. Elicit definitions for "improve," "behavior," "raises his hand," and "pays attention."

4. Point out the fact that "she's" and "her" is used in the conversation about the daughter, and "he's" and "his" is used in the conversation about the son.

5. Have students practice the conversation in pairs. Then, have student volunteers present the conversation to the class.

6. Point out that in the second conversation, the parent asks the teacher a question about the son: "How is his behavior?" Explain that it is normal in the United States to ask the teacher questions about your child; in fact, teachers want you to ask them questions so that you understand everything about your child's education.

Workout for intermediate students

Encourage intermediate students to vary the parent-teacher conversation so that it's a little different from the one on ***Handout 10: Parent-Teacher Conferences****. Then, have the intermediate students say the parent part of the conversation without looking at the handout, while the partner playing the teacher reads from the handout.*

Literacy students

While the other students are practicing the conversation, you or the aide can help literacy students to review the numbers 1-10 (use flashcards or write the numerals on a sheet of paper and have students say the numbers). Then, put some coins, buttons, or crayons on the table and count from 11 to 20. After students have counted aloud several times, use ***Handout 11: Numbers, 11-20*** *to help literacy students recognize and copy numerals. Be sure to give students an extra handout to practice copying numerals at home.*

Activity 2: Typing Information for the School Booklet

Note

If possible, before the class, have each digital camera photo that students took in Lesson 2 displayed on a separate page of a word-processing document. Have this document open on one of the computers. Another computer in a different part of the room should have a word-processing document open with the three stories on ***Handout 5: Problems Parents Have*** *(see Lesson 2). Another computer in a different part of the room should have a blank word-processing document open.*

1. Tell students that they are going to type information about their child's school. They will use this information to help make a book about the school for the parents of new students.

2. Take the group to the computer lab.
   - Have students from Group 2 – the group that wrote sentences about the places in the school – sit together around the computer with the digital camera photos. Give this group a copy of the sentences that they wrote

about the places in the school (e.g., "This is the cafeteria. This is where the students eat lunch.")

- Have students from Group 1 -- the group that took the photos -- sit together around the computer terminal with the blank word-processing document. Give students a copy of the sentences with answers to **Handout 4: Fairfax County Public Schools Internet Exercise** (e.g., "The school's total enrollment is . . . ") (see Lesson 2).
- Have students from Group 3 -- the group that wrote the advice to parents -- sit together around the computer terminal with the stories from **Handout 5: Problems Parents Have**. Give students the copy of this handout with the ideas they wrote.

Literacy students

Have literacy students sit with Group 1. Explain that literacy students will type the information for the front page of the book. Have one student type the name of school (you or the aide can type this on the screen and have the student retype it on a line below; then, delete the line that you typed so that only the student's typing is shown). Then, have another literacy student type the city and state where the school is located. Also, you can have one of the literacy students type the phone number as students key in the answer to the second question on the handout.

3. Tell students that each group has one job:
   - **Group 2** students will look together at the pages on the computer. On each page, they need to type the sentences they wrote about the picture on the page.
   - **Group 1** students will type the sentences about Fairfax County public schools. One person will read each sentence out loud, and another person will type the words.
   - **Group 3** students need to use **Handout 5: Problems Parents Have** and type the advice for the parents. The person who is typing has to listen to another person in the group, who reads the ideas for the parents.

4. Remind students that after they have typed some information on the computer, they should save it so that the information stays in the computer. Ask if anyone in the class knows how to save information; have the student or yourself demonstrate (e.g., hold down the "Ctrl" key and type "S"), and then have students practice this command.

5. As students finish, ask them to print their work. Show each group how to print its work (e.g., hold down the "Ctrl" key, type "P," and then click "OK").

6. If possible, have each group save its file onto a diskette.

Note

If possible, take the diskettes with you and load the information into one word-processing file representing a booklet about the school for new parents. In a future class, present copies of the booklet to each parent in the class; you might *also want to invite the school principal and present him or her with copies for immigrant parents whose children are new to the school.*

Parent-Child Activity: Calendar Games

Use the parent-child activity time to review months and seasons of the year.

Months of the Year Ball Toss

Say the months of the year aloud together. Then have everyone stand. One person says "January" and tosses the ball. The person who catches it has to say the next month ("February"). Repeat this until you've gone through all the months once or twice.

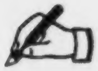
Guessing the Months

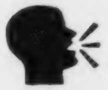
Write all of the months on the board, with a few letters missing in each month (e.g., J_n_ary). Give parents and children a few minutes to work together and fill in the letters; then ask for volunteers to fill in the letters on the board.

Seasons of the Year

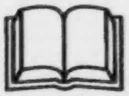
Write the name of each season on a piece of paper. Tape each piece to a corner of the room. Read the names of the seasons aloud, and ask parents and children to go stand next to the sign for the season they like the best. Ask each group why they like that season; elicit a few answers aloud (e.g., "I like winter because I like the snow.") Then, have parents and children join together; the children can draw a picture of their favorite season while the parents write a few lines about the season and what they like about it (e.g., "In the winter, it is very cold. I like the snow and the holidays.") Have parents present the drawing and read the sentences aloud. Post the drawings and sentences on the class bulletin board.

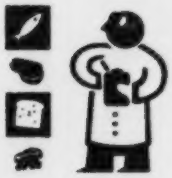
HANDOUT 9: School Subject Cards

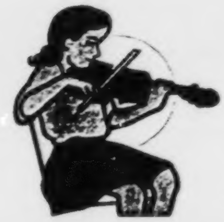


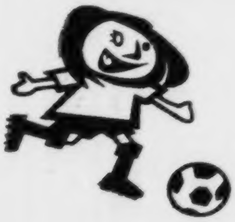


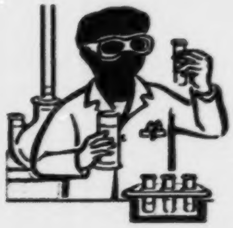
2 + 2 = 4

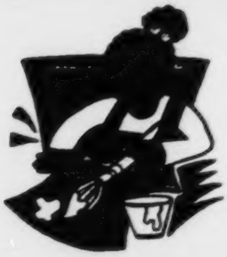












BEST COPY AVAILABLE

Reading	Music
Spelling	Science
Physical Education	Social Studies
Oral Communications	Written Communications
Art	Health

GM-30

Math	Aa Apple Bb Boy Cc Candy

HANDOUT 10: Parent-Teacher Conference

"How is my daughter doing in school?"

Parent: How is my daughter doing in school?

Teacher: She's doing very well in math and science.

Parent: Does she need to improve in anything?

Teacher: She needs to improve in reading.

Parent: How can I help her?

Teacher: Ask her to read you a book.

◆◆◆

"How is my son doing in school?"

Parent: How is my son doing in school?

Teacher: He's doing very well in spelling and reading.

Parent: Does he need to improve in anything?

Teacher: He needs to improve in social studies.

Parent: How can I help him?

Teacher: Tell him to show you his homework.

Parent: How is his behavior?

Teacher: Good. He raises his hand, and he pays attention.

HANDOUT 11: Numbers, 11- 20

11 __11__ _____ _____ _____ _____

12 _____ _____ _____ _____ _____

13 _____ _____ _____ _____ _____

14 _____ _____ _____ _____ _____

15 _____ _____ _____ _____ _____

16 _____ _____ _____ _____ _____

17 _____ _____ _____ _____ _____

18 _____ _____ _____ _____ _____

19 _____ _____ _____ _____ _____

20 _____ _____ _____ _____ _____

Stand-Alone Internet Activity: Finding Services in My Community

Note
This is an enrichment activity that you can do any night in the computer lab.

Life Skills:
Learners will . . .
- Explore available community services.
- Use the Internet to find specific information.
- Discuss when to call the police emergency and non-emergency numbers.

Language Skills:
Learners will . . .
- Scan online texts for addresses and phone numbers.
- Use English to negotiate computer tasks with one another.

Literacy Skills:
Literacy learners will . . .
- Copy information from a computer screen onto paper.

Technology Skills:
Learners will . . .
- Become familiar with the types of information available on the Fairfax County home page.
- Navigate the links on large home pages to get to the information needed.

EFF Skills:
Learners will . . .
- Use information and communications technology.
- Cooperate with others.
- Learn through research.

Word Bank:
Home page, Web site, scroll, link, "Back" button

Materials Needed:
Flip chart or board and markers
Handout 12: My Community
Computers with Internet access
A class set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) (optional)

Web Sites Featured:
Fairfax County home page
http://www.co.fairfax.va.us/

Inova Hospital home page
http://www.inova.org

Setting Up the Exercise:
Open the Internet browser on each computer and type the following URL:

http://www.fairfax.co.va.us

Note
The activity steps help you guide students through the links they need to follow to get the handout information. If your students are already familiar with navigating the Internet, you can let them complete the activity on their own -- in pairs or small groups -- without explaining which link to click for each item on the handout. Remember, however, that navigating a county Web site may not be as easy as one would think! Be sure to try the activity first on your own.

Activity Steps
1. Have each student sit with a partner in front of the computer screen.

2. Explain to students that they're going to use the Internet to look for information about Fairfax County.

Literacy students
*Have the aide sit with the literacy students at one computer terminal, demonstrating the navigational tasks as you explain them (e.g., showing the student how to hold and click the mouse). Help the students follow the exercise, pointing to the relevant addresses and phone numbers on the screen as the students copy them onto their handout. Emphasize the pictures on **Handout 12: My Community** to help students connect the addresses and phone numbers with the community services.*

3. Have students look at the screen. Explain that they are looking at a home page; say that this is a site on the Internet with lots of different information about a place or a company. *(Note: If necessary, explain that the Internet is a program on the computer that lets you share information with other computers.)*

4. Demonstrate how to use the mouse. Have one person in each pair use the mouse and click on the words "Schools & Education." Ask students, "What happened when you clicked on those words?" (i.e., the page on the screen changed to another page).

5. Explain to students that the words "Schools & Education" are a link. When you use the mouse to touch the link, it's called clicking a link. You can click a link to go to another part of the home page where you see different information.

6. Give students **Handout 12: My Community**. Explain that today, they will find the addresses and phone numbers for the places on the handout. They will write this information on the handout. They can keep the handout and put it on the refrigerator at home, where they can look at it all the time.

7. Tell students that you will look for information about the school together. Ask students to look at the Fairfax County home page, and say, "What link would you click on to find information about your child's elementary school?"

8. Have one member of each pair click "Schools & Education." Then, ask students, "What link would you click on this page to get the address and phone number of the school?"

9. Ask everyone to click, "Find your School (Directory)." Explain that students are now on the home page of Fairfax County Public Schools, which they used in Lesson 2. Give pairs a few minutes to try and find the school's address and phone number; when they do, they should write it on the handout.

10. Ask students, "Now you want to find information about a library that is close to your home. What can you do?" If no one volunteers the information, explain that you can click the "Back" button until you go back to the Fairfax County home page, where you started on the computer.

11. Have everyone click the "Back" button a few times, so they're looking at the Fairfax County home page. Then ask, "What link would you click now to find a library close to your home?"

12. Have a member of each pair click "Libraries & Museums." Then, ask students which link they should click next; if necessary, explain that they should click "Branches (locations, hours, directions)," and that "branches" means individual libraries.

13. Give pairs a few minutes to find a branch near them and note the information on the handout. Then, have everyone use the "Back" button to return to the home page.

14. Ask, "What link would you click now to find a recreation center close to your home?" If necessary, tell students to click "Parks & Recreation." Then, ask students which link they would click on for recreation centers (explain that "recreation centers" are also called "rec centers," so they should click on "RECenters").

15. Tell students that they can click on the "RECenters" links on the left until they see a rec center that is close to their home; then, they should write the address and phone number.

16. Next, explain that students will do the "Police" information first and not the hospital, because they have to go to a different Internet site for the hospital.

17. Have students return to the main page; ask which links they would click for police information (i.e., "Public Safety," then "Police Department"). Have students note the emergency and non-emergency numbers; read them aloud to make sure everyone has noted them correctly (i.e., 911 and 703-691-2131).

18. Ask students, "When do you call 911?" Discuss some examples (e.g., you see someone with a gun; a building is on fire; you see someone who is unconscious or can't breathe).

19. Next, ask students, "When do you call the police nonemergency number?" Discuss some examples (e.g., to report that somebody stole your car; to complain about neighbors who are having a loud party).

20. Tell students that they will now find information about the hospital. Explain that this information is not on the Fairfax County government page because the hospitals in Fairfax County are run by a private company, Inova.

21. Ask students to look at the top of their computer screen, where it says "Address." Have them click in the box next to "Address" and type the following:

http://www.inova.org

22. Explain that this address is called a URL; when you type a new address and hit the "Enter" button, you go to a new Web page.

23. Have everyone hit "Enter" so they see the Inova home page. Then, tell students that they need to find the address and phone number of a hospital close to their home, or a hospital that they use with their insurance plan.

24. If students are having trouble finding a hospital, tell them to click the "Hospitals and Services" link at the left-hand side of the page.

25. When students have finished the exercise, discuss the following questions:
- What was difficult about this exercise?
- What was easy about this exercise?
- If you don't have a computer at home, where can you go to use a computer with the Internet? *(Note: You can suggest the local library.)*
- Is there any other information you would like to find on the Fairfax County home page or on the Inova home page? *(Note: If students make suggestions, you can search for the information together.)*

Note

If you have access to a laminating machine, you can collect the student's handouts and laminate them so that students have a quick-reference card to hang on the refrigerator.

Follow-Up Activities with *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998):

1. Emergency "911" dialogues (pp. 82 or 102)

2. Dialogues to report a crime (p. 100) or a missing child (p. 22)

3. Discussion: Should you go to the emergency room or the clinic? (pp. 78, 82)

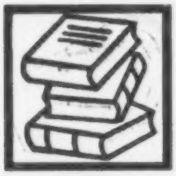
4. Discussion: When you go to the hospital, what happens? (pp. 86-87)

5. Asking questions at the library ("Where is/are the . . . ?") (p. 98)

HANDOUT 12: My Community

Elementary School

Phone Number:
Address:



Library

Phone Number:
Address:

Recreation Center

Phone Number:
Address:

Hospital

Phone Number:
Address:

Police

Phone Number:
Address:

Family Literacy Curriculum
Health Module
Medicine and Stress

Purpose:
Learners will practice asking the doctor questions to clarify instructions for taking medicine. They will read medication warning labels and analyze the warning labels they see on medicine at home. They will also explore the effects of stress and ways to manage it.

🖳 Lesson 1: Talking with the Doctor

Lesson 2: Asking Questions About Medicine

Lesson 3: Medication Warning Labels

🖳 Lesson 4: Coping with Stress

Lesson 1: Talking with the Doctor

Life Skills:
Learners will . . .

- Recognize the importance of asking for clarification at the doctor's office.
- Understand that they have the right as a medical patient to ask for an interpreter.

Technology Skills:
Learners will . . .

- Explore an Internet site with activities for English practice.
- Use pull-down menus to select different pieces of information.
- Practice speaking English with conversation prompts from a Web site.

Language Skills:
Learners will . . .

- Use a sequence of pictures to create a story orally.
- Write a story from a spoken narrative.
- Problem-solve ways that a character with little English can communicate with a doctor.
- Practice describing symptoms to a doctor.

Literacy Skills:
Literacy learners will . . .

- Learn vocabulary.
- Folllow the sequence of events in a story.

EFF Skills:
Learners will . . .

- Solve problems.
- Reflect and evaluate.
- Cooperate with others.

Word Bank:

health care provider - general name used in the health care system for **doctor, nurse, nurse practitioner**, etc.; the person who helps you when you are in the hospital or clinic.

patient - the sick person who goes to the clinic or hospital

interpreter - someone who can change English to your language for you.

responsibility - something you need to do, like taking care of your children or paying your bills.

prescription - when the doctor gives you a paper for medicine. You take it to the pharmacy to buy the medicine.

confused - when you don't understand something or you don't know what to do.

nervous - afraid, scared (you can pantomime chewing your fingernails)

instructions - how to do something, like how many pills to take, and what time to take them.

Materials Needed:
Handouts of the picture story "A Doctor's Appointment" (print these from the Internet, at **http://www.cal.org/ncle/health/pdf/doctor.pdf**)
A board or flip chart
Chalk or markers
Computers with Internet access

Presenting the Concepts:
1. Ask the students if they have been to the doctor in the United States. Did they see a doctor, nurse, or nurse practitioner?

2. If students say that they have been to the doctor, ask if they spoke English with the health care provider. What was it like? Easy? Difficult? Confusing? Ask for examples.

3. Tell the students that today the class is going to write a story about someone who doesn't speak much English. The person is going to the doctor.

Activity 1: Language Experience Approach Story (LEA), "A Doctor's Appointment"

Note
Before you begin this activity, read the suggested procedure for conducting an LEA lesson at ***http://www.cal.org/ncle/health/*** *under "How can the stories be used in class?"; then read the detailed background information lesson ideas for the picture story, "A Doctor's Appointment."*

1. Distribute copies of the picture story handout, "A Doctor's Story" (copyright 2001 by Kate Singleton; you can print copies from the NCLE Web site at the URL **http://www.cal.org/ncle/health/pdf/doctor.pdf**). Tell students that they will look at the pictures and tell this story together; then you will write the story on the board.

2. Follow the directions on the NCLE Web page for using the picture story in class (**http://www.cal.org/ncle/health/**).

Extra practice for beginners
Although the Web page gives question prompts for the story that are appropriate for low beginners, a simpler expansion of the discussion for Frame 8 could go as follows:

- *Did this happen to you?*
- *What can the man do? Or, What should he do?*
- *What can someone do at the doctor if they don't speak much English?*

3. As you discuss the picture story, keep in mind the following tips:

- You can give out information about students' rights and what interpreting services there are. For current information, call the local health department or low-cost clinic for accurate information. The Fairfax County Health Department and clinic phone numbers are listed at **http://www.co.fairfax.va.us/service/hd/hdclinicsite.htm**

- You can explain that language banks exist (but some doctors don't want to use them because they cost money for the doctor). It's not easy, but there are options. Examples of explanations:
    - ☐ In the United States, the doctor should help you understand in your language. It's the law. The government says the doctor should help you understand.
    - ☐ At the [insert name] Clinic, interpreters speak Spanish, Arabic and Vietnamese.
    - ☐ Sometimes, the doctor will call an interpreter on the telephone. Maybe yes, maybe no. You need to ask the doctor.

- Ask students if they have other suggestions. Some might suggest taking a friend or family member who speaks more English. This is okay, but a topic for further discussion might be whether or not it is ok for children to interpret about their parents' health (e.g., "Is it okay for children to speak English with the doctor when their mother or father is sick? ") Other students might suggest finding a doctor who speaks their language. This helps some people, but not those with no doctors in the area from their culture. Some students are happy with doctors who speak their language, and others report that doctors they've seen who speak their language see too many patients to give good care.

- There is no perfect answer, but it is important to know the law and present options!

- Ask students, "Is it okay to ask the doctor questions in your country? In the United States?" Mention that in the United States, you should ask the doctor questions. Say, "The doctors work fast and see many patients, so it's important to ask questions to make sure you understand what the problem is and what you should do."

4. After the story is written, give students time to practice reading and pronouncing difficult words. Have the whole class read aloud, allow volunteers to read aloud, and have students read to a partner as you circulate and assist.

☐ **Literacy students**

Because the LEA activity is beneficial to literacy students, they should participate in the full-class activity. In the final phase of the activity, they can copy the story as it is written on the board. As class members read the story aloud, have the aide point to the corresponding words on the literacy students' paper.

Activity 2: Computer Prompts for Talking to the Doctor

Note

Before you begin this activity, you will need to set Internet browsers to the Web site of "Interesting Things for ESL Students." Go to the Web site (http://www.manythings.org), click "Travel Survival" (under the "Experimental" menu), and then click "Health Care." Or, go directly to the following URL:

http://www.manythings.org/ts/health.html

1. Explain to students that you are going to practice talking to the doctor. Have everyone look at the top of the Web page, where it says "Useful Expressions."

2. Ask for some student volunteers to come to the front of the room.

3. Have students take turns reading aloud each sentence in the first pull-down menu (e.g., "I have a headache"). As a student says the sentence, the student volunteers at the front of the room should act out the sentence (e.g., hold their head and moan in pain as they pretend to have a headache). Then the rest of the students should repeat the sentence aloud.

4. When you have gone through the items in the menu, have students work in pairs, taking turns reading and acting out symptoms in the menu (e.g., one partner reads the symptom; the other pantomimes it).

Workout for intermediate students

Intermediate students can take turns reading and acting out the second set of symptoms, which are a little more complex (e.g., "I cut my finger," "I was stung by a bee.")

Parent-Child Activity: Simon Says

To reinforce vocabulary pertaining to body parts, have parents and children play the game "Simon Says."

1. If you have a set of *The Oxford Picture Dictionary*, look at pp. 74-74 and read through the parts of the body.

2. Then have everyone close the dictionary; point to different parts of your body and elicit the corresponding vocabulary terms from students.

3. Explain the rules of the children's game "Simon Says." Play the game with students; the student who wins the game acts as Simon in the next game.

Lesson 2: Asking Questions About Medicine

Life Skills:
Learners will . . .

- Recognize the importance of asking the doctor questions about medicine.
- Understand the concept of "side effects" of medicine.

Language Skills:
Learners will . . .

- Acquire vocabulary related to side effects of medicine.
- Sequence and practice conversations about medication directions.
- Ask the doctor questions about medication.
- Comprehend spoken answers about medication.

Literacy Skills:
Literacy learners will . . .

- Pick out identical words in a series
- Write health-related vocabulary with the initial consonants "f" and "n" and begin to grasp sound-symbol correspondence.

EFF Skills:
Learners will . . .

- Speak so others can understand.
- Listen actively.
- Guide others.

Word Bank:
Side effects (i.e., extra problems you get when you take medicine)
(Note: Most of the side effects listed below are perhaps best demonstrated with pantomime rather than verbal explanation. If you feel there are too many for your students, choose the ones you feel will be most useful for them.)
Upset stomach, diarrhea, vomiting, rash, difficulty breathing, fatigue, headache, shaking

Materials Needed:
Flip chart or board and markers
Handout 1: Important Questions About Your Prescription
Handout 2: Important Questions About Your Prescription (Answer Key)
Handout 3: Question Strips (one copy for each pair; cut the copies into strips)
Handout 4: Answer Strips 1 (one copy for each pair; cut the copies into strips)
Handout 5: Answer Strips 2 (one copy for each pair; cut the copies into strips)
Zip-lock bags; colored paper
Arthur's Chicken Pox (Brown, 1996)

For literacy students:
Handout 6: Matching Terms for Body Parts
Handout 7: Body Parts with "F" and "N"

Presenting the Concepts:

1. Ask students if they have taken a prescription medicine before. Ask what information they needed to know about the medicine before taking it (e.g., how many times a day you take the medicine). On the board, list any questions they come up with.

2. Explain that in the United States, it is important to ask the doctor questions about medicine. Many people who don't speak much English make mistakes when they take medicine, and they can have big problems because they don't know the correct information.

3. Tell students that today they will practice questions and answers about taking medicine.

☐ **Literacy students**

As the other student complete the activity that follows, you or the aide can conduct a pullout session to help literacy students recognize by sight the terms for several body parts. Give students ***Handout 6: Matching Terms for Body Parts****. Read through the terms at the left, with the students repeating them. Then have students find the word in the series that is identical to the word at the left and circle it. When they have finished, read aloud the words at the left again.*

Activity 1: Learning Questions

1. Give each student a copy of **Handout 1: Important Questions About Your Prescription**. An answer key is included in **Handout 2: Important Questions About Your Prescription (Answer Key)**.

2. Have students look at the questions in small groups to see what they already know or don't know. Encourage students to ask questions in their groups or provide clarification for others.

3. When students have had time to look over the paper, go through the questions one by one with the class.

4. Do choral pronunciation practice and check students' understanding of the questions. Ask students what a good answer for each question would be. (An answer key is provided for the handout.)

5. Write answers on the board for students to copy on their papers.

6. Have students repeat questions and answers after you, as a whole.

7. Have students practice in pairs, playing the roles of doctor and patient.

8. Ask for volunteers to present their dialogue to the class.

Workout for intermediate students

Intermediate students can do a "half-blind" practice of the dialogue; that is, the student playing the patient has to ask the doctor questions without looking at the script of the dialogue. The student playing the doctor can look at the script when saying the answers. Then they should switch roles. Emphasize that this practice is important so that students can remember the questions the next time they visit a doctor.

Literacy students

When literacy students complete the previous activity, they can work on the following exercises with the aide to help develop phonic awareness.

- *Give students* ***Handout 7: Body Parts with "F" and "N"****.*
- *Look at the "F" words. Say the "F" sound and then say the words on the handout that start with F. As you say each word, point to the body part; have students repeat the word several times.*
- *Next, students should fill in the missing initial consonant. Then they should copy the word.*
- *Repeat the previous steps with the "N" words.*
- *For homework, ask students to copy all of the words in their notebook.*

Activity 2: Matching Game

Note

*Before you begin this activity, you need to copy each of the three handouts (****Handout 3: Question Strips; Handout 4: Answer Strips 1; Handout 5: Answer Strips 2****) onto a different color of paper. Then cut each handout copy into strips. Place each set of strips in an envelope or Zip-Lock bag. Each small group or pair needs one set of question strips and two sets of answer strips.*

1. Have beginner students work in small groups of three or four; have intermediate students work in pairs.

2. Give each pair or small group a set of **Handout 3: Question Strips** and **Handout 4: Answer Strips 1**. You may want to ask if anyone knows the drug Claritin and what it is for.

3. Have students match questions with appropriate answers. As students finish, they can practice reading the strips aloud and copy the conversation in their notebooks. Then give them a set of **Handout 5: Answer Strips 2**; they should repeat the activity with the new answer strips.

4. When all students have finished, go over the pronunciation and vocabulary of each set of strips.

Workout for intermediate students

Encourage intermediate students working in pairs to ask their partner the questions on the question strips. The student with the answer strips has to listen *to the questions (without seeing them on the strips) and read the answers on his strips. Then they can switch roles and repeat the exercise.*

Parent-Child Activity: Story Reading, *Arthur's Chicken Pox*

Do a story reading with the children's book *Arthur's Chicken Pox* (Brown, 1996) to talk about what happens when a child is sick.

Activity steps:
1. Have everyone sit in a circle (on the floor if necessary) and explain that you will read a book together about a little boy who gets the chicken pox.

2. Ask the children if any of them have had the chicken pox. What was it like? With the children's help, explain to the parents what the chicken pox is and how you feel when you have it (i.e., itchy!).

3. Go through the illustrations in the book, page by page, and ask parents and children what they see in the pictures. Do not read the book yet; the idea is to elicit language and to model to parents how they can share a book with children without having to read the words.

4. Read the story aloud, page by page, pointing to the words in the pictures as you say them.

5. Ask, "Why does Arthur's sister make fun of his 'polka dots' and pretend to be sick?" If necessary, explain that D.W. is jealous of the attention that Arthur is getting because he is sick. Ask the children if any of them have ever gotten extra attention when they were sick.

6. Tell everyone, "Then something happened to D.W. What happened?" (i.e., then she got sick and couldn't go to the circus with the family -- even though Arthur was better now and could go to the circus).

7. Say, "Let's talk for a few minutes about Arthur. What do his parents do for him when he is sick?" Elicit examples (e.g., give him a bath, let him eat dinner on the couch, rub his back, etc.).

8. Ask the children, "Do your parents do special things for you when you are sick? What do they do?" Discuss the examples. Then ask parents what *their* parents did for them when they were children and they were sick.

9. Explain to parents that it helps their children to look at books and talk about them -- in any language. They can read a book together, or they can look at the pictures and talk about the story.

10. Tell parents that their "homework" is to look at a book with their child.

11. If your site has a lending library of book and cassette sets, introduce parents to it (if you haven't already done so), showing them how to "check out" a set. Invite parents and children to select a set to bring home for the week.

HANDOUT 1: Important Questions About Your Prescription

1. What is this medicine?

____

2. What is it for?

____

3. How many should I take?

____

4. How long do I need to take it?

____

5. When will I feel better?

____

6. What are side effects of the medicine?

____

____

____

____

HANDOUT 2: Important Questions About Your Prescription (Answer Key)

1. What is this medicine?

   It is erythromycin (for example).

2. What is it for?

   It's for bronchitis. (It's for an infection.)

3. How many should I take?

   Take 1 pill every 6 hours. Take 4 a day. Take it 1 hour before you eat.

   (Use as much or as little of this information as your students can handle.)

4. How long do I need to take it?

   For 2 weeks. Don't stop before 2 weeks.

5. When will I feel better?

   You should feel better in 3 days. If you don't feel better, call me.

6. What are side effects of the medicine?

Examples of simple side effects to present through pantomime are: upset stomach, vomiting, rash, difficulty breathing, fatigue, headache, shaking. (Again, you can decide how much your students will understand and absorb.)

HANDOUT 3: Question Strips ✂ - - - - - - - - -

What is this medicine?

What is it for?

How many should I take?

How long do I need to take it?

When will I feel better?

What are side effects of the medicine?

HANDOUT 4: Answer Strips 1 ✂ - - - - - - - - -

It's Claritin.

It's for allergies and hay fever.

One a day.

For the spring and summer.

In 3 days.

Maybe you'll have a headache
or you'll feel sleepy.

HANDOUT 5: Answer Strips 2

✂ - - - - - - - - -

It's Prevacid.

It's for pain in your stomach.

One a day, before you eat.

For one month.

In a week.

Maybe you'll have vomiting
or diarrhea.

HANDOUT 6: Matching Terms for Body Parts

foot	flute	font	foot
finger	finder	finger	linger
head	hand	hear	head
hand	hand	sand	hind
neck	make	neck	next
nose	most	nest	nose
back	rack	back	book
leg	leg	let	lad

HANDOUT 7: Body Parts with "F" and "N"

F

__oot

__inger

N

__ose

__eck

Lesson 3: Medication Warning Labels

Life Skills:
Learners will . . .

- Become more aware of medication safety by learning to read and understand warning labels.
- Complete a Medication Warnings Project that calls for them to look at the medications at home and note and analyze the warning labels on them.

Language Skills:
Learners will . . .

- Acquire basic vocabulary needed to understand medicine sticker warnings.
- Read label drug information to understand medication better.
- Practice affirmative and negative forms of imperatives.

Literacy Skills:
Literacy learners will . . .

- Write health-related vocabulary with the initial consonants "h," "b," and "l" and begin to grasp sound-symbol correspondence.

EFF Skills:
Learners will . . .

- Read with understanding.
- Reflect and evaluate.
- Cooperate with others.

Word Bank:
(Note: The use of warning stickers is regulated by individual state governments, so language and mandated content differs from state to state. Virginia Code does not specify what language is to be used. The vocabulary in this lesson has been selected as representative of typical warning labels.)
Chew, crush, swallow, shake, plenty of, pregnant, drowsiness, dizziness, alcoholic beverages, avoid

Materials Needed:
Flip chart or board and markers

(If possible) Ask a pharmacist for warning stickers and/or empty prescription bottles, or bring in empty ones from home with the prescription label removed
(If possible) Empty over-the-counter medication containers

(Note: You'll need to make sets for ***Handout 8 and Handout 9****; each small group or pair of students will need one set of explanation cards and one set of warning cards. To keep the sets together, you can store them in Zip-Lock bags.)*
Handout 8: Warning Stickers
Handout 9: Warning Explanations

Handout 10: Taking Medications 1 (cut each copy in half)

Handout 11: Taking Medications 2 (cut each copy in half)
Handout 12: Medication Warnings (cut each copy in half)
Zip-lock bags

For literacy students:
Handout 13: Body Parts with "H," "B," and "L"
Handout 14: Initial Consonant Review

Presenting the Concepts:
1. Tell students that you will be talking about taking medications today. Ask them what medications they know and list them on the board. Ask what the medications are for (e.g., aspirin is for a headache, fever, etc.)

2. Ask students where you get medications (the pharmacy). Talk briefly about the difference between prescription medications (need to get permission from a doctor before going to the pharmacy to buy it) and "over the counter" medications (can buy at the pharmacy without the doctor's prescription). Write these terms on the board.

3. Ask if anyone ever had a problem from taking medicine. Did a medication ever make someone sick? Say, "Sometimes, if you are not careful, medications can make problems."

☐ **Literacy students**
As the other students complete the activities that follow, you or the aide can conduct a pullout session to help literacy students recognize by sight and write the terms for body parts beginning with "H," "B," and "L."

- *Review the words students practiced in the last two lessons, with the "F" and "N" initial consonants.*
- *Give students Handout **13: Body Parts with "H," "B," and "L"**.*
- *Look at the "H" words. Say the "H" sound and then say the words on the handout that start with H. As you say each word, point to the body part; have students repeat the word several times.*
- *Next, have students fill in the missing initial consonant ("H"). Then they should copy the "H" words.*
- *Students should repeat the previous steps with the "B" word and then with the "L" word.*
- *Together or for homework, have students fill in the missing initial consonants on **Handout 14: Initial Consonant Review handout**. You can do this as a dictation, with you reading the words and the student writing the missing letters -- or as a homework exercise, with students looking at their classwork and copying the missing letters.*

Activity 1: Recognizing Warning Stickers
1. Tell students that the class will now talk about warnings on prescription medications. Write "warning" on the board and see if anyone can explain it. If necessary, you can tell them it is the same as "Be careful! "

2. Tell the students that prescriptions have warning stickers on them. Show them examples of labels from the pharmacy or home. If some are familiar with the labels, ask for examples of the warnings. If necessary for your class, introduce the words in the Word Bank. Pantomime may be an effective way for you to demonstrate these words; then students can practice them by acting them out as well.

3. Using **Handout 8: Warning Stickers**, write the warnings on the board, one by one. As you write each one, discuss what it means and ask if anyone has seen it before on a medicine bottle. Help students practice pronunciation of key words.

4. Put intermediate students in pairs; put beginning students in small groups.

5. Give each pair or group a set of sticker cards (made from **Handout 8: Warning Stickers**). Have students read the sticker cards together and discuss what they mean. Then give each pair or group a set of the explanation cards (made from **Handout 9: Warning Explanations**). Have students read the explanation cards together and then match one explanation to one sticker card.

6. When students have matched the cards correctly, they can copy any pairs that they didn't know.

Workout for intermediate students

Partners who finish early can play face-up or face-down concentration with the card sets. Or, one partner can read the warning sticker cards aloud while the other partner looks at the explanation cards and points to the corresponding one.

Activity 2: Pair Listening Dictations

1. Have students form pairs. In each pair, give Partner A **Handout 10: Taking Medications 1**; give Partner B **Handout 11: Taking Medications 2**.

2. Partner A should listen and write the missing words on **Handout 10**. Partner B should read the sentences.

Workout for intermediate students

Intermediate students who act as Partner A can do a full dictation. That is, they should not receive a copy of the handout; instead of filling in the missing words, they should write the full sentences that Partner B reads from the handout.

3. As pairs finish, have them switch roles and do the same exercise with **Handout 11**.

Extra practice for beginners

If beginners need extra pronunciation practice, read through the sentences aloud together, choral style. Next, have volunteers read individual sentences aloud.

Activity 3: Medication Warnings Project

1. Tell students that they have homework they need to complete before the next class.

2. Give everyone a copy of **Handout 12: Medication Warnings**. Explain that students should take look at their medications at home. On the handout, they should copy any warning stickers on the medicine.

3. Reiterate that students should **not** copy the names of medicine, because that is personal information.

4. Remind students to bring the handout to the next class.

Parent-Child Activity: "What Do You Do For . . . ?"

This activity helps reinforce the concepts students practiced in this class and the previous class. It also allows students to share folk remedies from their countries.

1. Write the following on the board:

What do you do for a . . .

headache?
stomachache?
toothache?
backache?
fever?
cold?

2. To make sure that everyone knows the vocabulary, have children pantomime each of the ailments listed on the board.

3. Divide parents and children into six groups. Assign each group one of the ailments listed on the board.

4. Explain that each group has to discuss what you do for the sickness; students can talk about what kind of medicine you take or what other things you do (e.g., stay in bed and rest if you have a fever). Emphasize that any answers are fine, be they traditional cures from students' native cultures (e.g., eating ginger for a stomachache) or mainstream U.S. treatments (e.g., taking aspirin for a headache).

5. Explain that the children in the group will draw a picture illustrating the ailment.

6. After each group has finished talking about the ailment and drawing pictures of it, have a representative from each group present the pictures and the group's treatment ideas. Discuss the ideas as a group and encourage students from other groups to share their home remedies.

HANDOUT 8: Warning Stickers

HANDOUT 9: Warning Explanations ✂

This medicine is for your skin only. Don't eat it!	Do not drink beer with this medicine.
Drink a lot of water with this medicine.	Eat food with this medicine.
Move the medicine fast in your hands to mix it.	Don't take the medicine if you are going to have a baby.
Put the medicine in your eyes only.	Do not break the medicine with your hand or teeth. Eat it all together, in one piece.
Maybe you will feel sleepy when you take this medicine.	Don't eat food when you take this medicine. After you eat, wait 2-3 hours before you take the medicine. Or take the medicine 1 hour before you eat.

HANDOUT 10: Taking Medications 1

Partner A

1. Drink ________________ of water.
2. ________________ food with this medication.
3. This medication is for your _____________.
4. Shake the ____________________well.
5. Do not ________________ with this medication.

✂ -

Partner B

1. Drink plenty of water.
2. Eat food with this medication.
3. This medication is for your eye.
4. Shake the medication well.
5. Do not drink with this medication.

HANDOUT 11: Taking Medications 2

Partner A

1. If you are pregnant, don't _______________ this medication.
2. Maybe you will feel _______________, or drowsy.
3. _______________ eat food when you take this medicine.
4. Do not _____________________ the medication.
5. This medicine is ____________________ your skin.

✂ -

Partner B

1. If you are pregnant, don't take this medication.
2. Maybe you will feel sleepy, or drowsy.
3. Don't eat food when you take this medicine.
4. Do not chew the medication.
5. This medicine is for your skin.

HANDOUT 12: Medication Warnings

What warnings are on medications at home? Write them here.

✂ -

What warnings are on medications at home? Write them here.

HANDOUT 13: Body Parts with "H," "B," and "L"

H

__and

__ead

B

__ack

L

__eg

HANDOUT 14: Initial Consonant Review

_____ oot

_____ inger

_____ ead

_____ and

_____ eck

_____ ose

_____ ack

_____ eg

Lesson 4: Coping with Stress

Life Skills:
Learners will . . .

- Analyze what stress is and how to alleviate it.

Technology Skills:
Learners will . . .

- Open an Internet document and read a picture story on the Web.

Language Skills:
Learners will . . .

- Read a story about a character who is under a lot of stress.
- Discuss ways to alleviate stress.
- Write tips for managing stress.
- Look at a picture story and tell the story, describing the sequence of events.
- Acquire vocabulary related to feelings.

Literacy Skills:
Literacy learners will . . .

- Acquire vocabulary.
- Explore the concept of words as units of a sentence.

EFF Skills:
Learners will . . .

- Speak so others can understand.
- Reflect and evaluate.
- Read with understanding.

Word Bank:
Stress, make time for yourself, Web site, scroll, link, "Back" button

Materials Needed:
Flip chart or board and markers
Handout 12: Medication Warnings (students should bring this completed handout with them; it was distributed in Lesson 3)
A copy of the *Stress* booklet (Gould, 2000) for each student or pair of students
Computers with word-processing and Internet access

Presenting the Concepts:

Note
For this activity, students will need ***Handout 12: Medicine Warnings*** *(from the Lesson 3).*

1. Have students look at **Handout 12: Medicine Warnings** (i.e., "What warnings are on medications at home?") distributed in the last class.

2. Ask what warnings students noted on the handout. Make a list on the board, discussing what each warning means.

3. Reiterate the idea that medication can make you sick if you're not careful.

4. Say that today, you're going to talk about something else that can make you sick: stress.

Literacy students
Because the Stress *booklet (Gould, 2000) has a photo illustration on each page, literacy students can follow the activity. As you read the story aloud, you can have the aide point to each word on the page.*

Activity 1: Ann's Story

1. Ask students if they know what stress is. Discuss the concept together, giving examples (e.g., "How do you feel when you have too much work to do?")

2. Tell students that they will now read a story about a woman who has a lot of stress in her life. Give each student or pair of students a copy of the booklet, *Stress* (Gould, 2000).

3. Read the story aloud one time as students listen.

4. Then have five students come to the front of the room. Assign each student one of the following roles:

Ann
Ann's son
Ann's boss
Ann's sister
Kim (Ann's friend)

5. Have the rest of the students read the story aloud together, page by page; after they read each page, have the student actors portray the action on that page.

6. Ask students the following comprehension questions:

- Why does Ann's son make Ann feel stress?

- Why does Ann's boss make Ann feel stress?
- Why does Ann's sister make Ann feel stress?
- What does Kim say Ann should do about the stress?

Activity 2: Discussion and Writing
1. Ask students, "What do you think about Kim's ideas? Are they good?" Discuss this together. Then ask, "Is there anything else Ann can do about the stress?"

2. Tell students, "Kim tells Ann nine things she can do about stress. What can Ann do?" Write the following prompts on the board:

Ann can make time for herself.
Ann can ____.

3. Give students a few minutes to complete the writing. Then make a list together on the board and read the sentences back aloud together.

Example:

Ann can go for a walk each day.
Ann can take a hot bath.
Ann can spend time with friends.
Ann can learn to say no.
Ann can make time for herself.
Ann can stop eat less junk food.
Ann can drink less coffee, beer, and wine.
Ann can drink more milk, coffee, and juice.
Ann can write her feelings in a book.

Literacy students
Literacy students can copy the sentence written on the board. Have the aide read it aloud several times, pointing to each word; then the aide can write two or three similar sentences and read them aloud, word by word, to help familiarize literacy students with the concept of words as units of a sentence. Then the aide should try and elicit similar sentences (beginning with "Ann can"), writing them down and having students read them back aloud.

Activity 3: Telling a Picture Story, "Stressed Out"

Note
Before you begin this activity, read the suggested procedure for conducting an LEA lesson at ***http:llwww.cal.orglnclelhealthl*** *under "How can the stories be used in class?" Then read the detailed background information lesson ideas for the picture story, "Stressed Out."*

1. Bring students to the computer lab. Explain that they are now going to look at pictures of another person who is having a lot of stress. Tell students that they will look at the pictures and then tell the story together.

2. Have students go to the NCLE Web site and access the picture story, "Stressed Out" (copyright 2001 by Kate Singleton). To do so, ask students to double-click on the Internet browser; then they should type the following URL, and hit "Enter":

http://www.cal.org/ncle/health/pdf/stressed.pdf

3. Talk about what is happening in each frame of the picture story, using the prompts on the Internet (see http://www.cal.org/ncle/health/#Stressed). As you go through the frames, help students to scroll down the screen to see each set of pictures.

4. Discuss the story together, using these prompts that accompany the story:

- What are the woman's problems in the story?
- What can happen if she continues to have too much stress in her life? (e.g. make mistakes at home and on job, physical illnesses, anger, depression, anxiety)
- What advice can you give the woman to have less stress in her life?
- What are some things that give you stress in your life?
- Can you change anything to feel less stress for yourself? What can you do?

Parent-Child Activity: Expressing Feelings

The following activity allows students to talk about some feelings that are similar to stress.

1. If you have a set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) look at pp. 31-32 and read through the feelings.

2. Have everyone close the dictionary. Write the following terms on the board:

hungry
sleepy
calm

nervous
happy
sad
angry
scared
surprised
tired
embarrassed
thirsty
sick
confused
bored
frustrated

3. Have students copy the terms. As they do so, you should copy each word on a tiny slip of paper. When you finish, put all the slips of paper into a hat or container.

4. Tell students that they are going to pick a feeling and act it out; then the other students have to guess what the feeling is.

5. Have a volunteer draw a slip of paper from the hat and act out the corresponding feeling. The parents and children should try and guess the feeling; the first one who says it correctly should draw another slip of paper from the hat and act out the feeling while the others guess.

6. Repeat the activity until students have pantomimed all of the feelings.

Family Literacy Curriculum
Consumerism Module
Shopping and Making a Budget

Purpose:
Learners will scan sales ads for "the best deal" in order to stick to a budget when shopping. They will articulate problems they have with paying for things and will practice returning an item to a store. They will also prepare a monthly budget for themselves.

Lesson 1: Being a Smart Shopper

💻 **Lesson 2: Problems with Paying for Things**

Lesson 3: Understanding a Monthly Budget

💻 **Lesson 4: My Monthly Budget**

Lesson 1: Being a Smart Shopper

Life Skills:
Learners will . . .
- Examine sales ads for the "best deals."
- Shop for things on a group budget.

Language Skills:
Learners will . . .
- Discuss differences between shopping in the United States and in other countries.
- Discriminate, in listening and pronunciation, between similar-sounding numbers (e.g., "13" v. "30").
- Acquire vocabulary related to food, cleaning products, and tools.
- Skim sales ads for quantity and cost.

Literacy Skills:
Literacy learners will . . .
- Copy numerals for units of 10, from 10 to 100
- Match uppercase and lowercase consonants
- Write food-related vocabulary with the initial consonants "p," "b," and "j" and begin to grasp sound-symbol correspondence.

EFF Skills:
Learners will . . .
- Read with understanding.
- Use math to solve problems.
- Cooperate with others.

Word Bank:
Sales ads; names of common foods, household cleaning products, and tools; "stick to a budget"

Materials Needed:
Flip chart or board and markers
Handout 1: "$3.70 or $3.17?" (Note: Cut each copy in half)
Handout 2: "$1.50 or $1.15?" (Note: Cut each copy in half)
Three sets of circular sales ads: one set featuring food items (e.g., grocery store ads); one set with household cleaning products (e.g., grocery or drug store ads); and one set with common tools (e.g., hardware store ads)
Handout 3: Food Shopping Project (just one copy)
Handout 4: Apartment Shopping Project (just one copy)
Handout 5: Tool Shopping Project (just one copy)

A class set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) (optional)

For literacy students:
A set of number flashcards with the numbers 1-20
Handout 6: Numbers, 10-100
Handout 7: Matching Consonants
Handout 8: Foods with "B," "P," and "J"
Circular ads with pictures of food
Scissors and tape

Presenting the Concepts

1. Elicit from students how they buy food in their home countries: Do they go to a supermarket? Do farmers sell fruits and vegetables outside? Did they have to shop in different stores? Did they buy food every day?

2. Discuss with students how supermarkets in this country are different from places where you buy food in other countries. (For example, do the fruits and vegetables taste the same? Are there many different kinds of food?)

3. Ask students what they thought the first time they went into a supermarket in the United States.

Extra practice for beginners

If you have a set of The Oxford Picture Dictionary (Shapiro & Adelson-Goldstein, 1998), *look at pp. 54-55 ("The Market"). Read through the vocabulary and discuss the concept of aisles. Then discuss the different sections of a supermarket (e.g., Frozen Foods, Dairy, Paper Products) and what you find in each section.*

Activity 1: Pair Number Dictation

Note

Before you begin this activity, you will want to cut in half the copies of ***Handout 1: "$3.70 or $3.17?" and Handout 2: "$1.50 or $1.15?".***

1. Explain to students that before they talk about shopping, they will practice pronouncing dollar amounts that sound very similar. Write the following numbers on the board, and ask students how they say them:

$13.00 $30.00

2. Tell students that the numbers 13, 14, 15, 16, 17, 18, and 19 have the accent at the end of the word; demonstrate this by saying the word "thir-TEEN" and smiling as you say "teen." Have students repeat a few examples.

3. Next, explain that the numbers 30, 40, 50, 60, 70, 80, and 90 sound like you are saying the letter "D" at the end: thir-D. Demonstrate this pronunciation, having students repeat a few examples.

4. Write the following numbers on the board, and ask students to pronounce them:

$4.13
$90.19
$70.05
$80.99

Literacy students

*If literacy students seem comfortable with reading and saying numbers, they can complete the pair activity that follows. However, if they need extra practice recognizing numbers by sight and writing them, you or the aide can conduct a pullout session. Use flashcards to review the numbers from 1-20; then count by tens from 10 to 100. You may want to use coins to help illustrate the denominations of ten (e.g., 10 cents, 50 cents, 80 cents, etc.) Next, use **Handout 6: Numbers, 10-100** to help students recognize the numbers by sight: say each number and have students repeat it, and then have students copy the numbers. After they have finished, have them say the numbers again; then point to different numbers and see if students can name them.*

5. Have students form pairs; in each pair, one student will be the cashier, and the other will be the customer.

6. Give the cashiers the top half of **Handout 1: "$3.70 or $3.17?"**; explain that they will read each price to their partner, who is the customer.

7. Give customers the bottom half of **Handout 1** and explain that they will listen for the price, ask the question on the paper ("$3.70 or $3.17?"), and circle the correct number.

8. Model the process with a student volunteer: Read the first number on **Handout 1**; have a student volunteer ask for clarification; and then write the two numbers on the board, circling the correct one.

9. Have students complete the exercise in pairs. As they finish, give them **Handout 2: "$1.50 or $1.15?"**; have them repeat the exercise, switching roles.

Activity 2: Shopping Projects

Note

It's normal for it to take a little time to organize this activity, because there are many different steps in it.

☐ **Literacy students**

As the other students work on the shopping projects, the aide can conduct a pullout session with literacy students to help them develop phonic awareness.

- *Use* ***Handout 7: Matching Consonants*** *to review the six initial consonants students will focus on in the next few lessons; have students match the uppercase and lowercase letters.*
- *Give students* ***Handout 8: Foods with "B," "P," and "J"****; take out the circular ads, scissors, and tape so you can use them in the next steps.*
- *Look at the first page of the handout. Say the "B" sound, and then say the words on the handout that start with B. As you say each word, point to a picture of the food item in the circular ads; have students look at the picture and repeat the word several times.*
- *Next, students should cut out the picture of the food item and tape it next to the word on the handout. Then they should write the letter "B" in front of each word and practice saying the words aloud again.*
- *Repeat these steps for the pages with "P" and "J".*
- *For homework, ask students to copy all of the words in their notebook.*

1. Tell students that they are going to practice shopping for three things: food to cook a meal, things for a new apartment, and tools for a carpenter's job. Put the corresponding sets of sales ads on three tables, and ask students to go to the table with the group they want to join (i.e., "food," "apartment," or "tool" group).

2. Give the "food" group the **Handout 3: Food Shopping Project**. Give the "apartment" group the **Handout 4: Apartment Shopping Project**, and give the "tool" group **Handout 5: Tool Shopping Project**. Read aloud the directions on each handout. Then explain that students will look through the sales ads together to find the food, cleaning supplies, or tools that they want to buy. They will talk to the other people in their group about which things to buy; when they decide to buy something, they will write down on the handout the name of the item, how much or how many to buy, and how much it costs.

3. Tell students that they will need to be careful when they choose what to buy because they have to stick to a budget; explain "stick to a budget" (i.e., only spend the money that you have).

4. Write an example on the board, like this:

Name of Item	*How much or how many do you need?*	*Price*
Soap	*3 bars*	*3 for $.99*

5. When each group has completed its handout, have a group representative present the group's shopping list to the class, reading the items and prices as you note them on the board. When each group finishes its presentation, calculate together the total cost of

the items in each shopping list. Ask students if each group had enough money to buy everything.

6. Ask students what they thought of this exercise; was it easy to find things to buy for the money they had? Did they have enough money to buy everything? What stores had the lowest prices?

Parent-Child Activity: Bingo

To reinforce numeracy skills, have parents and children play bingo together. Because bingo sets often have a limited number of tokens to mark the boards, you can substitute dried beans or jellybeans as tokens. It's also fun to bring small "prizes" for winners (e.g., colored pencils or pens, erasers, stickers). Each time a parent or child wins a game, have them call out the numbers in the next game.

HANDOUT 1: "$3.70 or $3.17?

"That'll be ___________"

1.	$3.70	(Three-seventy)
2.	$2.15	(Two-fifteen)
3.	$1.40	(One-forty)
4.	$3.18	(Three-eighteen)
5.	$ .90	(Ninety cents)
6.	$4.14	(Four-fourteen)
7.	$3.19	(Three-nineteen)
8.	$2.60	(Two-sixty)

✂--

1.	$3.70	or	$3.17?
2.	$2.50	or	$2.15?
3.	$1.40	or	$1.14?
4.	$3.80	or	$3.18?
5.	$ .90	or	$ .19?
6.	$4.40	or	$4.14?
7.	$3.90	or	$3.19?
8.	$2.60	or	$2.16?

HANDOUT 2: "$1.50 or $1.15?"

"That'll be ____________"

1.	$1.15	(One-fifteen)
2.	$4.80	(Four-eighty)
3.	$2.70	(Two-seventy)
4.	$3.16	(Three-sixteen)
5.	$1.90	(One-ninety)
6.	$ .77	(Seventy-seven cents)
7.	$2.14	(Two-fourteen)
8.	$4.30	(Four-thirty)

✂--

1. $1.50 or $1.15?
2. $4.80 or $4.18?
3. $2.70 or $2.17?
4. $3.60 or $3.16?
5. $1.90 or $1.19?
6. $ .77 or $ .17?
7. $2.40 or $2.14?
8. $4.30 or $4.13?

HANDOUT 3: Food Shopping Project

You have $20 and need to make dinner for 10 people tomorrow.

What do you buy?

Name of Food	How much or how many do you need?	Price

HANDOUT 4: Apartment Shopping Project

Now you are living with your brother and sister-in-law. Tomorrow you are moving into your own apartment, and it needs a little cleaning.

You have $50. What things do you buy for cleaning? How much do they cost?

Name of Item	How much or how many do you need?	Price

HANDOUT 5: Tool Shopping Project

You get a job as a carpenter, but you need your own tools.

You have $100. What tools do you buy? How much do they cost?

Name of Tool	How much or how many do you need?	Price

HANDOUT 6: Numbers, 10- 100

10 __10__ ______ ______ ______ ______

20 ______ ______ ______ ______ ______

30 ______ ______ ______ ______ ______

40 ______ ______ ______ ______ ______

50 ______ ______ ______ ______ ______

60 ______ ______ ______ ______ ______

70 ______ ______ ______ ______ ______

80 ______ ______ ______ ______ ______

90 ______ ______ ______ ______ ______

100 ______ ______ ______ ______ ______

HANDOUT 7: Matching Consonants

P

B

H

J

T

C

j

t

b

h

c

p

HANDOUT 8: Foods with "B," "P," and "J"

B

__read

__ananas

__roccoli

__utter

P

___ie

___otatoes

___ears

___eanuts

J

__uice

__elly

Lesson 2: Problems with Paying for Things

Life Skills:
Learners will . . .

- Calculate the amount of change due.
- Ask for the correct change or bill.
- Return a defective item.

Technology Skills:
Learners will . . .

- Solve math problems on the Internet.

Language Skills:
Learners will . . .

- Role-play telling the cashier that they have incorrect change.
- Create a dialogue to report a mistake on a restaurant check.
- Sequence and practice a conversation to return a defective item.

Literacy Skills:
Literacy learners will . . .

- Recognize and copy numerals from 1 to 50
- Write food-related vocabulary with the initial consonant "c" and begin to grasp sound-symbol correspondence.

EFF Skills:
Learners will . . .

- Speak so others can understand.
- Resolve conflict and negotiate.
- Cooperate with others.

Word Bank:
Mistake, check (i.e., as the bill in a restaurant), bill (i.e., one-dollar bill), due, charge, payment, exchange, return

Materials Needed:
Flip chart or board and markers
Batteries, a $20 bill, and a $5 and $1 bill (optional)
Handout 9: Sentence Strips (one copy for each pair; cut the copies into strips)
Handout 10: Computer-Assisted Math Activities, Intermediate Students (one copy for instructor or aide)
Handout 11: Computer-Assisted Math Activities, Beginners (one copy for instructor or aide)
Computers with Internet access
Zip-Lock bags
A class set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) (Optional)

For literacy students:
Handout 12: Numbers 1-100
Handout 13: Foods with "C"
Circular ads with pictures of food
Scissors and tape

Presenting the Concepts:
1. Ask students if they ever get the wrong change when they are shopping. When this happens, what do they say?

2. Tell students that today, you are going to practice telling people that there is a mistake with the change or with the bill.

☐ **Literacy students**
As the other students complete the activity that follows, you or the aide can conduct a pullout session to help literacy students recognize by sight and write the numbers 1-50. Use **Handout 12: Numbers, 1-100***: say each number up to 50 and have students repeat it, and then have students copy the numbers. After they have finished, have them say the numbers again; then point to different numbers and see if students can name them. For homework, they should copy the numbers 1-50 in their notebooks.*

Activity 1: Reporting Incorrect Change or an Incorrect Check
1. Tell students the following story; you can illustrate it by holding up batteries, a $20 bill, and a $5 and $1 bill as you tell the story:

Yasmin buys some batteries for $4.79. She gives the cashier $20. He gives her back only $6. What can she say?

2. Elicit suggestions from students as to what Yasmin can say. Facilitate discussion by supplying related vocabulary (e.g., "wrong change").

3. Write a dialogue on the board together and have students practice it.

Sample dialogue:
Yasmin: I think I have the wrong change.
Cashier: Oh?
Yasmin: I gave you $20. You gave me back $6.
Cashier: I'm sorry. Here's the rest of your change.

4. Now, give the students a second scenario by writing the following on the board and reading it aloud:

Nasser is at a restaurant. He asks for the check. The waiter brings it to him. There is a charge for french fries. Nasser didn't order french fries. What can he say?

5. Elicit suggestions from students as to what Nasser can say. Facilitate discussion by supplying related vocabulary (e.g., "I will fix it right away," "Let me speak to the manager"). **Discuss or act out the conversation at this point, but don't write anything on the board.**

6. Tell students that they will now write a conversation for Nasser. Have students work in pairs or small groups to brainstorm and present a dialogue between Nasser and the waiter.

Literacy students

When literacy students complete work on the numbers, they can complete the following exercises with the aide to help develop phonic awareness.

- *Review the words, completed in the last lesson, with the "B," "P," and "J" initial consonants.*
- *Give students **Handout 13: Foods with "C"**; take out the circular ads, scissors, and tape so you can use them in the next steps.*
- *Look at the first page of the handout. Say the hard "C" sound (pronounced like "K"), and then say the words on the handout that start with C. As you say each word, point to a picture of the food item in the circular ads; have students look at the picture and repeat the word several times.*
- *Next, students should cut out the picture of the food item and tape it next to the word on the handout. Then they should write the letter "C" in front of each word and practice saying the words aloud again.*
- *For homework, ask students to copy all of the words in their notebook.*

Activity 2: "I Need to Return This Radio"

Note

*Before you begin, you need to cut the sentences in **Handout 9: Sentence Strips** into strips; a good way to organize and distribute the strips is to place each set in an envelope or Zip-Lock bag.*

1. Ask students if they have ever had to return something to the store. What did they do?

2. Discuss the difference between returning something and exchanging something, acting them out if necessary.

3. Elicit a definition for "receipt," displaying one if possible.

4. Have students find partners. Give each pair a set of the sentence strips, jumbled, from **Handout 9: Sentence Strips**.

5. Explain that the sentences are all part of a conversation about returning a radio to the store. Students need to put the sentences in the correct order and then practice the conversation.

6. Monitor pairs as they sequence and practice the conversation.

7. Have pairs present the conversation to the class.

Workout for intermediate students

Encourage intermediate students to write a different scenario involving a return or an exchange. Then as they practice it, have the student playing the customer do the role-play without looking at the script, while the other student reads from the scripts and offers prompts if necessary.

Activity 3: Computer-Assisted Math Activities

1. Take students to the computer lab. Have the intermediate students sit in one group on one side of the room; have the beginner students sit in one group on the other side of the room.

2. Explain that today students will work in two groups; each group will work on different activities.

3. Have the aide work with the literacy and beginner students while you work with the intermediate students, or vice versa. Follow the directions for each group of students, as described in **Handout 10: Computer-Assisted Math Activities, Intermediate Students** and **Handout 11: Computer-Assisted Math Activities, Beginners.**

Parent-Child Activities: Grocery-Shopping Games

To reinforce vocabulary related to shopping and food, have parents and children play one of the following grocery-shopping guessing games.

What am I going to buy?
Write the following prompts on the board:

"I'm going to the grocery store. I'm going to buy something. "
"Is it ______?"

Explain that one person will come to the front of the room and be the grocery store shopper. That person has to think of a food to buy; the others have to guess what it is. They can ask questions, but the shopper can only answer "yes" or "no."

Example:

"I'm going to the grocery store. I'm going to buy something. "
"Is it a fruit?"
"No."
"Is it a vegetable?"
"No."
"Is it a dessert?"

"Yes."
"Is it cold?"
"Yes."
"Is it ice cream?"
"Yes."

The person who guesses the food comes to the front of the room and is the next shopper.

Unscramble the grocery list
Write a "scrambled" grocery list on the board, and have parents and children work together to fill in the missing letters. The first pair or person to complete the list can get a small prize (e.g., a pencil, stickers). Example:

Grocery list

E __ __ s

__ i l k

b r __ __ __

T __ __ l e __ P __ p __ r

O __ an __ __ J __ __ __ e

H __ m b __ r __ e __ M __ __ t

H __ m b __ r __ e __ B __ __ s

__ e r e __ l

A __ __ l __ s

L e __ __ u __ e

S __ l __ d D r __ s __ i n __

P r __ t __ e l s

C __ __ c k __ n

** (Key: Eggs, milk, bread, toilet paper, orange juice, hamburger meat, hamburger buns, cereal, apples, lettuce, salad dressing, pretzels, chicken)*

HANDOUT 9: Sentence Strips

"May I help you?"

"Yes. I need to return this radio."

"What's the problem?"

"It doesn't work."

"Do you have the receipt?"

"Yes, I do. Here it is."

"Would you like to return it or exchange it?"

"I'd like to exchange it."

"OK. You can go and get another radio."

"Thank you."

HANDOUT 10: Computer-Assisted Math Activities, Intermediate Students

Web Site Featured:
AAA Math
http://www.aaamath.com
(Note: Always preview sites to ensure that URLs and links are still active!)

Setting Up the Exercise:
1. Go to http://www.aaamath.com/

2. Under "Math Topics," click "Money".

3. Scroll down to the "Change" list.

4. Click "Coins for Change".

5. Scroll down to "Determine the fewest coins needed to make the correct change."

Activity Steps
1. Tell students that they're now going to be the cashiers and make the correct change.

2. Explain that they'll play a game for making change by using as few bills or coins as possible. For example, if the change due is $5.25, they want to give the customer one five-dollar bill -- not five one-dollar bills -- and one quarter, not two dimes and a nickel.

3. Have students form pairs or groups of three. Read aloud the top line on the screen, "Determine the fewest coins needed to make the correct change." Ask students what they think this means.

2. Do an example together: Click "Start," and have a student read a problem aloud as you write it on the board (e.g., "Change due for a $10.04 charge and payment of $15.00?"). Say the bills needed aloud ("4 ones, 3 quarters, 2 nickels, 1 penny") as students click the number button next to the bill or coin denomination.

3. Have students complete the questions; remind them to click "Check" to check their answers and "Reset" to get the next question.

HANDOUT 11: Computer-Assisted Math Activities, Beginners

Web Site Featured:
A+ Math
http://www.aplusmath.com/
(Note: Always preview sites to ensure that URLs and links are still active!)

Setting Up the Exercises:

1. Go to http://www.aplusmath.com/.

2. Click the "Flashcards" link at the left.

3. Under "Java Flashcards," click "Addition."

Activity Steps: Addition Flashcards

1. Explain to students that today, you're going to practice writing numbers on the computer.

2. Introduce the vocabulary of addition problems: Write on the board, "2 + 2 = __," and read the problem out loud, introducing "plus" and "equals" and noting these terms on the board; as you read the problem, demonstrate how to count on your fingers to illustrate the numbers and the concept of adding them. Then have students solve the problem. Do a few more simple problems like this, having students say the numbers and the terms "plus" and "equals" aloud.

3. Have students work in pairs. Ask them to look at their computer screens, where they will see a large-print math problem.

4. Have students read the problem aloud together; elicit the answer orally.

5. Explain that students will take turns typing in the answer number. Ask one partner to take the mouse and click on the box next to "Answer."

6. Then have students type the number in the answer box and hit the "Enter" key.

7. Say to students, "What happened when you hit the Enter key?" (Optional: Explain to students that when you hit the Enter key, the information goes into the computer so the computer can "read" it and tell you if your answer is correct or not correct.)

8. Note aloud that if students entered the correct answer, a new problem appears on the screen.

9. Elicit from students what they can do if they type in a number but see that it's the wrong number. Introduce the "Backspace" and "Delete" keys; have students practice using them by typing in a number and then erasing it.

10. Ask students to continue solving the addition problems in their pairs, reading the problems aloud together and saying the answer aloud before keying it in. As they solve the problems, you and the technology assistant and/or volunteer can walk around, observe them, and ask or answer questions.

Activity Steps: Show Me the Money!

1. Tell students that they will now do some exercises about money. Have everyone click the "Flashcards" link on the left side. Then under "**non-**Java Flashcards," they should click "Money."

2. Hold up coins and bills or ask students to produce them, and elicit from students terms and numeric values for the coins, noting these on the board.

3. Do a few simple addition problems with coin and bill combinations (e.g., hold up a dollar bill, two quarters, a dime, and a nickel, asking, "How much is this?"). To follow up on the last exercise of adding numbers, write the number values of the coins as you do the problems aloud (e.g., for the last problem, write, $1.00 + .25 + .25 + .10 + .05 = $1.65).

4. Introduce (or review, depending on your students' numeracy) the concept of using the decimal point to write numeric amounts: Write 1.00, .10, and .01 on the board, and ask students which coin corresponds to each of these amounts.

5. Ask students to look at their computer screens, where they will see pictures of coins. Explain that they will calculate together how much money is in each picture, and they will have to talk to their partner or group members to decide this together.

6. Have students read the problem aloud together; elicit the answer orally.

7. Explain that students will take turns typing in the answer number. Ask one partner or group member to take the mouse and click on the box next to "Answer." Emphasize that if the amount is a dollar or more, students will have to type in a period to show the decimal sign; write a few dollar-and-cent amounts on the board to illustrate this concept.

8. Go back to the problem on the screen: Have students type in the number in the answer box and hit the "Enter" key on the computer OR the grey "Enter" box underneath the answer box.

9. Say to students, "What happened when you hit 'Enter'?" (Optional: Explain to students that when you hit 'Enter', the information goes into the computer so the computer can "read" it and tell you if your answer is correct or not correct.) Note aloud that if students entered the correct answer, a new problem appears on the screen.

Note: You may want to explain to students that if they type in a correct answer that ends in zero (e.g., "$1.40"), the answer will appear in the top of the screen *as "$1.4" -- which means the same thing. (It's not perfect, but hey, it's the Internet!)*

10. Ask students to continue solving the money problems in their pairs, reading the problems aloud together and saying answers aloud before keying them in. As they solve the problems, you and the technology assistant and/or volunteer can walk around, observe them, and ask or answer questions.

HANDOUT 12: Numbers, 1- 100

1 ___
2 ___
3 ___
4 ___
5 ___
6 ___
7 ___
8 ___
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93 ___
94 ___
95 ___
96 ___
97 ___
98 ___
99 ___
100 ___

HANDOUT 13: Foods with "C"

C

__ake

__ookies

__arrots

__offee

Lesson 3: Understanding a Monthly Budget

Life Skills:
Learners will . . .

- Analyze a character's monthly expenses.
- Determine whether a character makes enough money to pay for transportation and child care.
- Contemplate whether a character should work or stay home with a child.

Language Skills:
Learners will . . .

- Acquire vocabulary related to child care.
- Read a story about a character's income and expenses.
- Discuss with group members whether a fictitious family can afford child care.
- Write suggestions for a character in a story, using the modals "should" and "can" to give advice.

Literacy Skills:
Literacy learners will . . .

- Recognize and copy numerals from 51 to 100.
- Write food-related vocabulary with the initial consonants "h" and "t" and begin to grasp sound-symbol correspondence.

EFF Skills:
Learners will . . .

- Reflect and evaluate.
- Advocate and influence others.
- Use math to solve problems and communicate.

Word Bank:
Licensed daycare provider, daycare center, preschool, monthly, budget, paycheck

Materials Needed:
Flip chart or board and markers
Handout 14: Amina's Story
Handout 15: Amina's Monthly Budget (Partner A)
Handout 16: Amina's Monthly Budget (Partner B)
A class set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998)

For literacy students:
Handout 12: Numbers 1-100 (see Lesson 2)
Handout 17: Foods with "H" and "T"
Handout 18: Initial Consonant Review
Circular ads with pictures of food
Scissors and tape

Presenting the Concepts:

1. Ask learners what families do in their countries if both parents work: Does someone else from the family take care of the children? Do they leave them with a neighbor? Do the children go to preschool? Do they have a babysitter?

2. Discuss what people do in this country if both parents work.

3. Write the following terms on the board, eliciting definitions from students:

babysitter
licensed daycare provider
daycare center
preschool

4. Explain to students that a licensed daycare provider takes care of children in her home. She has a license from Fairfax County to operate her business, and she can only take care of five children. A daycare center is a place where more than one adult takes care of many children. It is similar to a preschool, but it is not a school. A preschool is a school for young children. They play games but they also learn things, like colors and numbers.

Literacy students

As the other student complete the activity that follows, you or the aide can conduct a pullout session to help literacy students recognize by sight and write the numbers 50-100. ***Use Handout 12: Numbers, 1-100*** *(from Lesson 2): review the numbers 1 to 50; then say each number from 51 to 100 and have students repeat and copy them. After students have finished, have them say the numbers again; then point to different numbers and see if students can name them. For homework, they should copy the numbers 51-100 in their notebooks.*

Activity 1: Amina's Story

1. Tell students that they are going to read a story about a mother who is thinking about getting a job.

2. Distribute **Handout 14: Amina's Story**. Read the story aloud one time while students listen. Then read the story line by line, with students repeating each line.

Extra practice for beginners

Have students practice reading the story aloud to a partner.

3. Ask students a few comprehension questions. Examples:

Where is Amina from?

Does Amina's husband work?

Does Amina like living in the United States?

Why does Amina want to get a job?

4. Ask students, "What problems does Amina have?" List the problems on the board. Next, ask, "What can Amina do about these problems?" Discuss this in the full group, noting suggestions on the board.

☐ **Literacy students**

When literacy students complete work on the numbers, they can complete the following exercises with the aide to help develop phonic awareness.

- *Review the words, completed in the last two lessons, with the "B," "P," "J" and "C" initial consonants.*
- *Give students **Handout 17: Foods with "H" and "T"**; take out the circular ads, scissors, and tape so you can use them in the next steps.*
- *Look at the first page of the handout. Say the hard "H" sound and then say the words on the handout that start with H. As you say each word, point to a picture of the food item in the circular ads; have students look at the picture and repeat the word several times.*
- *Next, students should cut out the picture of the food item and tape it next to the word on the handout. Then they should write the letter H in front of each word and practice saying the words aloud again.*
- *Repeat the previous steps with the "T" handout.*
- *Together or for homework, have students fill in the missing initial consonants on **Handout 18: Initial Consonant Review**. You can do this as a dictation, with you reading the words and the student writing the missing letters – or as a homework exercise, with students looking at their classwork and copying the missing letters.*

Activity 2: Can Amina Pay for Child Care?

Note

Students may point out that if Amina receives refugee or welfare benefits, she is required to eventually work; in this case, she would likely receive subsidized daycare for her daughter. In other words, the choice of working or staying at home would not be Amina's if she wished to continue receiving benefits. Be sensitive to this fact and use it as a teaching point if you wish.

1. Ask students, "How much would it cost each week for Amina's daughter to go to daycare?"

2. Say, "Imagine that Amina finds daycare for $150 a week. How much would it cost for one month?"

3. Explain that you are going to talk about how much money Amina makes if she works – and how much money she spends if her daughter goes to daycare. Have students form pairs. Give one student in each pair **Handout 15: Amina's Monthly Budget (Partner A)**; give the other student **Handout 16: Amina's Monthly Budget (Partner B)**.

4. Have Partner A read the sentences with pictures; Partner B should listen and write the numbers in the blank spaces. Tell students that when they finish, you will do the questions at the bottom of the page together.

Workout for intermediate students

Partners who finish the number dictation can work on the three calculation questions at the bottom of the page.

5. When students have finished, go through the following questions together, writing answers on the board:

How much does Amina take home each month?	*($864)*
How much does she pay each month for child care?	*($600)*
How much does she pay each month for the bus?	*($ 44)*

7. Ask students: After Amina pays for the bus and child care, how much money does she have left each month? ($220)

Activity 3: What Should Amina Do?

1. Discuss together what Amina should do: Should she take the job at the hospital or stay home with her daughter? Why?

2. Have students express their own ideas in writing. Write the following prompt on the board, with students completing the sentences:

Should Amina take the job at the hospital or stay home with her daughter? Why?

I think Amina should _____________________ *because she needs to*

____.

She can also ____

____.

3. Ask for student volunteers to read their composition.

Parent-Child Activities: Telling Stories About Children

Choose either of these games to help parents and children acquire vocabulary and describe actions or physical characteristics.

Group Story: Something Happened at the Mall

Tell parents and children that you will tell a story together about a child who goes to the shopping mall. Something funny happens at the shopping mall. What happens? Each person has to think of something. Write the following sentence on the board:

One day Anna and her Mom go to the mall.

Explain that you will continue telling the story in round-robin fashion; each person in the room will say one sentence at a time, and you or the aide will write it on the board.

Ask everyone, "What happens next?" Offer the following question prompts if no one volunteers a sentence:

What do they want to buy at the mall?
What stores do they go to?
Does anything strange happen to them?

Continue writing sentences on the board, offering question prompts as necessary. If parents have ideas but cannot express them in English, encourage children or friends to translate for them. Then read the story aloud together when it is finished.

"What Does the Child Look Like?"

Have adults and children work together in small groups. Give the adults a picture, from a magazine or circular ad, of a child. Explain that they have to imagine that this is their child, who is lost at the shopping mall. They have to tell the security officer what the child looks like.

The child or children in the group have to listen to the adults as they say what the child looks like. They have to draw a picture of the child, using crayons or markers to note the appropriate hair, eye, and clothing colors.

For help, encourage adults to use the vocabulary in *The Oxford Picture Dictionary* (pp. 22-23) (Shapiro & Adelson-Goldstein, 1998) to describe the missing child. You might also want to put the following prompts on the board:

The child's hair color is _____________.
The child's eyes are _____________.
The child is wearing _____________.
The child is _______________.

At the end, parents and children can compare the photo and the drawings for fun.

HANDOUT 14: Amina's Story

Amina's Story

Amina and her husband are from Sudan. Now, they have a one-bedroom apartment in Fairfax County. The rent is a lot of money.

Amina's husband drives a taxi. He works day and night. Amina stays home with her daughter. Her daughter is two years old. Amina is inside of the apartment a lot. She misses her family, and she is sad.

Amina wants to practice her English, but she is always alone with her daughter. One day she has an idea. Maybe she can get a job! She can speak English. She can make money. Maybe she and her husband can get a two-bedroom apartment.

Then Amina thinks about her daughter. What can she do with her daughter when she work

HANDOUT 15: Amina's Monthly Budget (Partner A)

Amina finds a job at the hospital.
It pays **$7.50** an hour.

Amina's boss takes some money from her paychecks to pay for taxes.

He takes out **28 %** of each paycheck.
Amina takes home **$5.40** an hour.

Amina finds daycare for her daughter.
It costs **$150** a week.

Amina has to take the bus to work.
It costs **$2.20** a day.

Amina works 40 hours a week.
How much money does she take home each week? $__________
How much money does she take home each month? $__________

Amina's daughter goes to daycare for 4 weeks a month.
How much does Amina pay each month? $__________

Amina takes the bus 5 days a week.
How much does she pay each week? $__________
How much does she pay each month? $__________

HANDOUT 16: Amina's Monthly Budget (Partner B)

Amina finds a job at the hospital.
It pays $_______ an hour.

Amina's boss takes some money from her paychecks to pay for taxes.

He takes out _______% of each paycheck.
Amina takes home $_______ an hour.

Amina finds daycare for her daughter.
It costs $_______ a week.

Amina has to take the bus to work.
It costs $_______ a day.

Amina works 40 hours a week.
How much money does she take home each week? $__________
How much money does she take home each month? $__________

Amina's daughter goes to daycare for 4 weeks a month.
How much does Amina pay each month? $__________

Amina takes the bus 5 days a week.
How much does she pay each week? $__________
How much does she pay each month? $__________

HANDOUT 17: Foods with "H" and "T"

H

__am

__amburgers

T

__omatoes

__urkey

HANDOUT 18: Initial Consonant Review

_____ urkey

_____ omatoes

_____ ananas

_____ utter

_____ otatoes

_____ eanuts

_____ uice

_____ elly

_____ ake

_____ offee

_____ am

_____ amburgers

Lesson 4: My Monthly Budget

Life Skills:
Learners will . . .

- Analyze their monthly expenses.
- Prepare a monthly budget for their household.
- Determine how they can save money for a major purchase.

Technology Skills:
Learners will . . .

- Practice typing numbers and the dollar symbol.
- Use the scroll key to move between items in a word-processing file.
- Explore how the Internet presents multiple opportunities for accessing text (i.e., through visual and audio formats).
- Listen to content on the Web with the "Real Audio" player.
- Use English to negotiate computer tasks with one another.
- Play educational games on the Internet to build language skills.

Language Skills:
Learners will . . .

- Acquire vocabulary related to budgeting.
- Discuss ways to save money.
- Match printed and spoken prices.
- Write a savings plan for themselves.

Literacy Skills:
Literacy learners will . . .

- Review numbers and use knowledge of numerals to understand written prices.

EFF Skills:
Learners will . . .

- Speak so others can understand.
- Convey ideas in writing.
- Use math to solve problems and communicate.

Word Bank:
Budget, save money, home page, Web site, scroll, link, "Back" button

Materials Needed:
Flip chart or board and markers
Handout 19: My Monthly Budget
Handout 20: Dollar Amount Dictation (you need to cut this in half)
Handout 21: Listening to Prices and Conversation (one copy for you or the aide)
Computers with word-processing, Internet access, and Real Audio player
A set of number flashcards, from 1 to 100 (for literacy students)

Presenting the Concepts:

1. Start a general discussion about budgeting and saving money. Ask students, "What is the most expensive thing you pay for each month?"

2. Ask students if they have any ideas for ways they can save money. Note ideas on the board.

Literacy students

As the other students work on the activity that follows, you or the aide can conduct a pullout session with literacy students to review numbers. First, use flashcards to review the numbers 1-100. Then do a "number dictation": Write numbers, ranging from 1 to 100, on a sheet of paper. Read them one by one to literacy students, and have them write the numbers as you say them.

Activity 1: My Monthly Budget

1. Tell students that they will now think about how much money they pay for things each month – for example, the rent, cars, food. This is called a budget.

2. Distribute **Handout 19: My Monthly Budget** and review the vocabulary. Then have students fill in how much they spend in each category and how they could save more money.

3. Have students write their answers on the handout to the questions about saving money. Then ask the class, "How can you save money?" Discuss as a group, listing ideas on the board (e.g., spend less money on food).

Activity 2: Word-Processing

Note

Before students begin this exercise, you or the technology assistant will need to type the following, in fairly large print (i.e., at least 18 pt.), on each computer screen:

Housing
Transportation
Food
Health Care and Medicine
Child Care
Savings

1. Explain to students that you're now going to practice typing dollar amounts on the computer.

2. Assign pairs, placing students who have used computers with partners who have never used them, if possible.

Literacy students

Have the aide sit with literacy students and read the dollar amounts on the dictation as the students type them.

3. Give one member of each pair the Partner A half of **Handout 20: Dollar Amount Dictation**; give the other student the Partner B half.

4. Introduce or review the concept of the "Shift" key by having students find it on the keyboard, hold it down, and type "4" (so that a dollar sign appears on the screen). Encourage students to hold down the Shift key and press other numbers to see what symbols appear on the screen.

5. Tell students that in each pair, one partner will read a word and a dollar amount from the handout; the other partner will type the dollar amount next to the word on the screen.

Note

Depending on how much your students have used computers, you may want to have them spend a few minutes using the mouse or the keyboard arrow keys to practice pointing the cursor at a given word on the screen and then clicking to the right of it.

6. Model this activity by having a student read a dollar amount from Handout 3; type it on the computer along with the dollar sign, reading it aloud as you finish.

7. After the partner has typed the dollar amounts, the other partner should check them against Handout 3. If necessary, the partner should make corrections and repeat the pronunciation of the dollar amount. Then partners should change roles and repeat the exercise.

Note

You may want to review how to use the "Backspace" key to make corrections to mistyped numbers.

Activity 3: Listening to Prices and Conversation

1. Tell students that they are now going to do some exercises on the computer with sound.

2. Ask students if they have ever used anything on a computer with sounds. What kind of sounds -- sounds from a game? Music? News on the Internet from their country?

3. Explain to students that they can get information not just from reading things on the Internet but also from listening to things on the Internet. Tell students that they will practice two kinds of listening: Listening for specific prices and listening to a general conversation.

4. Write the term "Real Audio player" on the board. Ask students if they know what this is. Explain that this is a program on the computer that you can use to listen to things like music or news.

5. Have students form pairs. Follow the instructions for the two activities described on **Handout 21: Listening to Prices and Conversation**.

☐ **Literacy students**

Have the aide sit with the literacy students at one computer terminal, helping the students follow the exercises. You may want to focus on just the first listening exercise to reinforce the sight recognition of numbers that literacy students have been practicing. If you do the second listening exercise, have students listen to the conversation script a few times; then have the aide read the questions and possible answers aloud.

Parent-Child Activity: Computer games with "Funbrain.com"

Have parents and children play educational games together on the computers with the Family Education Network site, Funbrain.com (http://www.funbrain.com).

Explain to parents that this Internet site has games that can help their children learn. And, if they have a computer at home, parents can play games and learn together with their children.

To set up the activity, have everyone type the URL (**http://www.funbrain.com**) and click "Enter." Next, click the "Free Games" Button at the top of the page.

Have parents and children play the following games in the "Words" box to build language skills:

- **Spanish speakers:** "Translator Alligator."
- **Literacy students**: "What's the Word" (have children or the aide read aloud the word to parents).
- **Beginners:** "What's the Word" for reading and vocabulary practice; "The Grammar Gorillas" to help distinguish between the noun and verb in a sentence; "2 Bee or Nottoobee" (choose Level 1) for practice conjugating the present tense of "be."
- **Intermediate students:** "Spellaroo" for spelling practice; "The Plural Girls" for practice with plural formation; "2 Bee or Nottoobee" (choose Level 2) for practice conjugating the past tense of "be."

HANDOUT 19: My Monthly Budget

Each month, I pay money for

	Housing	$ ________
	Transportation	$ ________
	Food	$ ________
	Health care and medicine	$ ________
	Child care	$ ________
	Recreation	$ ________
	Family in my country	$ ________
?	______________________	$ ________

Do you save money each month? ________

Do you want to save more? ________

How can you save more?

I can . . . ____

____

____

____

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HANDOUT 20: Dollar Amount Dictation

Partner A

Housing — $1,100

Transportation — $50

Food — $200

Health Care and Medicine — $15

Child Care — $475

Savings — $150

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Partner B

Housing — $675

Transportation — $350

Food — $250

Health Care and Medicine — $280

Child Care — $440

Savings — $100

HANDOUT 21: Listening to Prices and Conversation

Web Site Featured:
Randall's ESL Cyber Listening Lab
http://www.esl-lab.com/

(Note: Always preview sites to ensure that URLs and links are still active!)

Setting up the Exercises:
1. Write the following URL on the board:

http://www.esl-lab.com/

2. Ask students to click two times on Explorer to open the Internet browser. When the Internet browser is open, they should type the URL on the board (http://www.esl-lab.com/) and hit the "Enter" key.

3. Ask students to scroll down to "Short Listening Exercises."

4. Next, students should click "Prices" on the left side, under "Easy."

Activity Steps: Listening to Prices
1. Ask students to look at their computer screens, where they will see a list of prices. Explain that you are going to do number 1 together.

2. Have everyone click "Play" in number 1.

3. They will see a box on the screen that says "File Download." They should click the circle next to "Open this file from its current location," and then click "OK" at the bottom of the box.

4. After students hear the recorded price, one partner should repeat this aloud. Next, the other partner should use the pull-down menu to find the same price ("$2.50"). Then the pair can check the correct answer by clicking the pull-down menu that says "Answer."

5. With a student volunteer, model this process for students with the next question (number 2).

6. Ask students to continue the quiz in their pairs, being sure to repeat the price aloud before the partner finds it in the pull-down menu.

7. When students have had a chance to complete the exercise, explain that they will now practice listening to a general conversation about shopping.

Activity Steps: Listening to A Conversation About Shopping
1. Ask students to click the "Back" button on their browser.

2. Have students use the scroll bar to scroll up to "General Listening Quizzes."

3. In the "Easy" column, everyone should click "Shopping for the Day."

4. Explain that students will listen to a short conversation with a young girl who is shopping and a man who works in a store. They can listen to the conversation as many times as they like; then they should answer the questions on the computer.

5. Tell students that when they are ready to hear the conversation, they should click "Play AUDIO."

6. After students have listened to the audiotape, do the first question together.

7. Tell students to read the rest of the questions aloud with their partner or group members, choosing the answers together; when they finish, they should click "Final Score" to see the correct answers.

8. As students finish, encourage them to click the "Go to Quiz Script" or "Go to Text Completion" links at the bottom of the screen for more practice.

Appendix: Web Sites Used with the Family Literacy Curriculum

From the "Self, Family, and Community" Unit:

Interesting Things for ESL Students
http://www.manythings.org/
(Lesson 3, Telling Our Stories)

The Jigzone
http://www.jigzone.com/
(Stand-Alone Internet Activity: Using the Mouse)

From the "Schools and Community" Unit:

Fairfax County Public Schools home page
http://www.fcps.k12.va.us/
(Lesson 2, Creating a School Booklet)

Fairfax County home page
http://www.co.fairfax.va.us/
(Stand-Alone Internet Activity: Finding Services in My Community)

Inova Hospital home page
http://www.inova.org/
(Stand-Alone Internet Activity: Finding Services in My Community)

From the "Medicine and Stress" Unit:

National Center for ESL Literacy Education
http://www.cal.org/ncle
(Lesson 1, Talking with the Doctor)

Interesting Things for ESL Students
http://www.manythings.org/
(Lesson 1, Talking with the Doctor)

National Center for ESL Literacy Education
http://www.cal.org/ncle
(Lesson 4, Coping with Stress)

From the "Shopping and Making a Budget" Unit:

AAA Math
http://www.aaamath.com/
(Lesson 2, Problems with Paying for Things)

A+ Math
http://www.aplusmath.com/
(Lesson 2, Problems with Paying for Things)

Randall's ESL Cyber Listening Lab
http://www.esl-lab.com
(Lesson 4, My Monthly Budget)

Family Education Network's Funbrain.com
http://www.funbrain.com/
(Lesson 4, My Monthly Budget)

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